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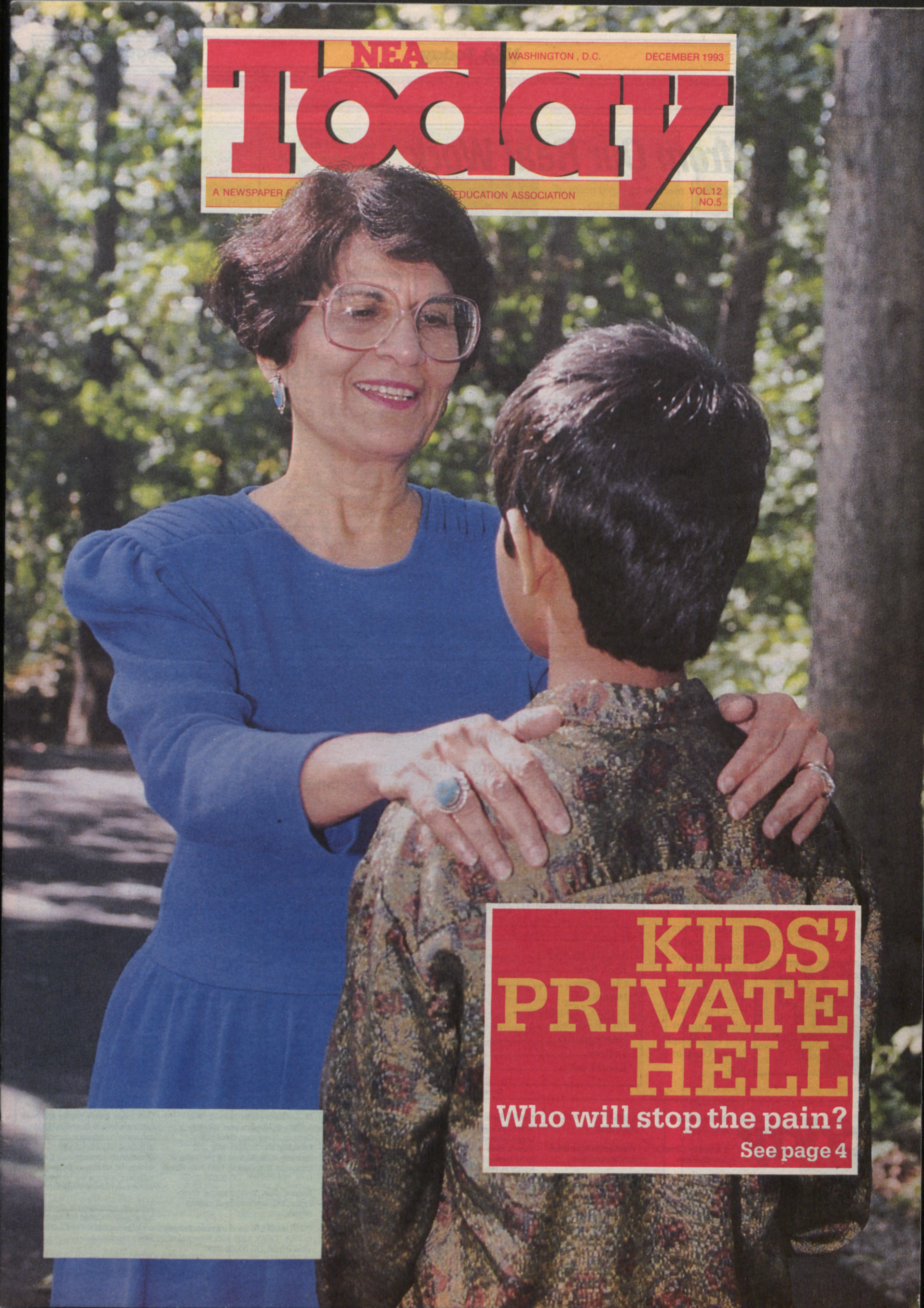

KIDS' PRIVATE HELL

Who will stop the pain?

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PRESIDENT'S VIEWPOINT

Diversion from Our Real Work

Last month, the citizens of California soundly defeated a referendum that would have spelled disaster for public education in the state. With their overwhelming rejection of the voucher initiative known as Proposition 174, California voters sent a clear message: they are weary of efforts to undermine America's public schools.

The vote in California marked the nineteenth time since 1966 that American voters have defeated attempts to use tax dollars to support private schools. In the last three voucher elections—in California this year, Colorado in 1992, and Oregon in 1990—seven out of ten voters cast their ballots against the measures.

The voters of California—and the broad-based citizens' coalition that publicized the potential impact of Proposition 174—deserve thanks from all Americans. And every member of our NEA family will be forever indebted to our colleagues in the California Teachers Association.

I only wish that we could now move on. If only educators, parents, community leaders, and other concerned citizens could refocus energies and resources on changing public schools to meet the changed needs of students and society.

The real tragedy of measures like Proposition 174 is that they force us to fight rear-guard actions to save public education when our real work is to implement our new understanding of teaching and learning and school organization to strengthen American education.

NEA President
Keith Geiger

This diversion is likely to continue. Last month the founders of a new organization, Americans for School Choice, said that over the next three years they'll organize voucher ballot initiatives in 11 states and legislative lobbying campaigns in 12 states.

The proponents of privatization remain armed for battle. And that is a true misfortune.

Enough is enough. Patriotic commitment to an education that will gird America's young people for the challenges of the 21st century demands a halt to efforts that drain energy and resources from the cause of reinventing our public schools.

Certainly our public schools need to change. Certainly some schools in poor communities and inner-city neighborhoods are in acute crisis. But the crisis is more economic and social than educational. We as a nation must address the sources—not just the symptoms—of the problems besetting distressed communities.

The fact remains that the vast majority of America's public schools have been doing, and continue to do, a good job. That's why this year's Phi Delta Kappa/Gallup poll on public attitudes about education found that 72 percent of parents with children in public schools give their schools an A or B.

Our country's public schools are educating more students to a higher level than ever before. Since the 1960s, for example, students in the bottom 60 percent of their class—many of them victimized by poverty and many of them still adjusting to a new culture and a new language—have been taking the Scholastic Aptitude Test in record numbers.

Their performance testifies to their own perseverance—and to our unrelenting commitment to the goal of educating every student.

For 17 consecutive years, SAT scores have risen for every group of minority students.

This is cause for celebration. But it is no cause for complacency. The demands that students, parents, and communities place on schools have changed dramatically. It's time that public schools change to meet those demands.

We know, better than at any previous time in our history, what's needed to improve student learning. And we know it's critical that parents and community and business leaders play an integral role in transforming our schools.

But it's equally critical that those changes take place within the framework of our public school heritage. Every day America's population grows more diverse, our society more divided. Public education—the common school experience—is the glue that holds us together.

The message of this past election day is clear. The American public understands that while its public schools need dramatic change, they remain the bedrock of American democracy.

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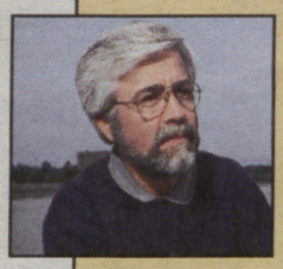
... in the person of bestselling author William Least Heat-Moon. The part Anglo-Irish, part American Osage Indian storyteller explains the connections he's found while traveling the *Blue Highways* he's written about.



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Not according to one noted pediatrician and nutritionist, who says childhood obesity isn't a major health problem in the United States today. His message to parents, teachers, and food service workers: *macro*manage, don't badger.

35 Should Kids Learn About Gay Families?

Yes, says a West Virginia teacher: Ignoring the facts of life "breeds ignorance and distrust." Wait a minute, counters a Kansas teacher: "How can public school employees justify teaching homosexuality as normal behavior?"

Cover photo by Joe Di Dio

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NATIONAL NEWS

Californians Shun Vouchers ...

By more than a 2 to 1 margin, Californians voted against vouchers that could have diverted $2.6 billion from the state's public schools.

Reporters characterized it as an "avalanche of no's," California Teachers Association President Del Weber called the campaign "picture perfect," and proponents of the California voucher plan were left to explain why the landslide "wasn't really a mandate" against vouchers.

They're still talking about how a plan to give parents $2,600 to send their kids to any private school in the state went down the tubes Election Day.

Only a few months earlier, polls showed school choice winning by a 2 to 1 margin. So what happened?

Briefly, these were the key ingredients;

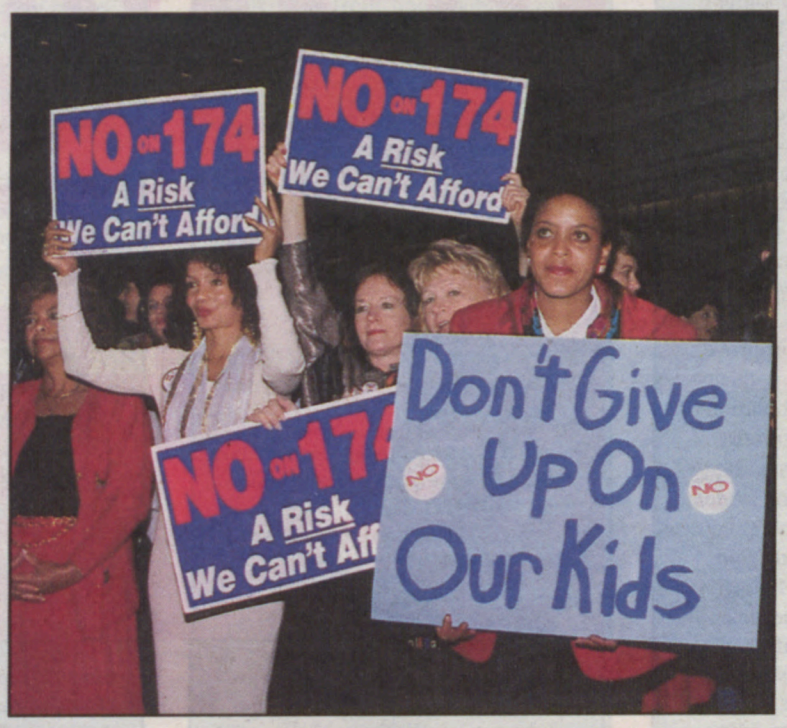
➤ *Powerful arguments.* "Straight talk was the key to the campaign," NEA President Keith Geiger told reporters. "The more people learned about this divisive proposal, the more voters turned against it."

Those opposed to vouchers simply convinced the voters that public education should be supported, and that the state couldn't afford the cost of the voucher plan. When it came down to the wire, those favoring vouchers were not even supported by their presumed allies in the Republican party.

The California vote marked the 19th time in 20 ballot initiatives since 1966 that voters rejected proposals to funnel tax dollars to private schools.

➤ *A broad-based coalition.* The Committee to Educate Against Vouchers was called "the most broad-based coalition in California history." Active participants included CTA, the PTA, the League of Women Voters, and scores of other groups and individuals.

➤ *A massive mail and phone campaign.* CTA says staff and members made over one million phone calls, sent out two million pieces of literature, and spent thousands of hours of volunteer time over nearly two years to defeat the voucher plan.



Trudy Willis

California Teachers Association members celebrate the defeat of Proposition 174, the state's nationally debated voucher initiative.

➤ *Money.* CTA members financed 80 percent of the campaign's cost by taxing themselves $57 over three years.

Despite the big win, CTA members know they've not heard the last of voucher propositions. California voucher proponents say they will push for a new intiative, most likely for the 1996 ballot.

California educators are also well aware that the public wants better schools, which means change and reform sparked and implemented by local communities and local educators.

"Working with parents and others who are willing to join in a sincere revaluation of public education," says CTA President Del Weber, "we intend to prepare a bold and comprehensive plan for making our schools better."

Although specifics remain to be worked out, CTA members plan to take action in the next year to:

➤ Reallocate school revenues—and find new ones—to reduce class size.

➤ Increase parental involvement.

➤ Identify needless bureaucratic structures and functions and eliminate them.

➤ Drastically reduce the number of state mandates placed on the public schools. There are now 11 volumes and 6,866 pages of mandates.

➤ Develop plans and timelines for getting computers into classrooms, ensuring that all students have up-to-date texts and functioning school libraries, and restoring arts and electives that have been cut over the past 15 years.

➤ Develop and propose legislation on school safety.

"If Proposition 174 has given CTA members a wake-up call," Weber says, "success in defeating that initiative has also given teachers a renewed sense of their ability to get things done."

... BUT THE PRIVATIZATION THREAT REMAINS

It didn't take long after the California vote for pro-voucher supporters to begin talking about the next voucher initiative. At this point, voucher measures are most likely in Oregon and Michigan.

The big defeat in California "takes the wind out of sails of the voucher movement," says NEA public policy analyst Andrea DiLorenzo. "It's going to make it hard for them to raise money, but it won't stop them from trying again in California or some other state."

In fact, DiLorenzo was in Georgia recently to testify against reinterpreting a 32-year-old law that voucher proponents say clears the way for state financing of private schools. The law had been designed to help white parents avoid desegregation.

In Ohio, Governor George Voinovich has proposed a pilot voucher program.

In Arkansas, lawyer Oscar Stilley plans to wage a petition drive to get vouchers on the 1994 ballot. His proposal would provide parents with vouchers totaling 75 percent of state spending per pupil.

Vouchers aren't the only privatization threat facing public education. In Baltimore and other cities, entrepreneurs are pushing plans to turn over school management to profit-making firms. Watch next month's *NEA Today* for details.

HEROES & ZEROES

Holiday cheers to NEA member Janie Hydrick, who was recently elected president of the National Council of Teachers of English. A fifth grade teacher at Entz Elementary School in Mesa, Arizona, Hydrick is the first elementary educator to head NCTE in the organization's 82-year history.

A Wrong-Holiday-Award to the Health Insurance Association of America. Scared by the prospect of real health care reform (and declining revenues), HIAA is masquerading—Halloween-style—as a grassroots, plain folks lobby called the Coalition for Health Insurance Choices, *which it created, funds, and controls.* Don't be fooled by CHIC's TV ads—remember, there's a fat industry behind the mask hoarding its candy.

Televangelist D. James Kennedy has the holiday right, but he's got a rather strange idea about gift-giving. A recent fundraising letter contains this appeal: "Please ask God right now about the gift He wants you to give to help save America's children from the dreadful future they will experience if the NEA continues its dominance over our education system." Too warped for words.

No Good Will from George Will. The syndicated columnist recently wrote, "Nationally, about half of all urban public school teachers with school-age children send their children to private schools." But the *Washington Post* calls the 50 percent figure "fiction, the product of an old-fashioned game of telephone among Beltway conservatives." The truth, according to three recent Gallup surveys: between 10 and 14 percent of NEA members who live in urban areas and have children in school send their children to private or parochial schools.

Deck the halls with thanks to Attorney General Janet Reno, for bravely stepping into the fracas about television violence. In recent testimony before the Senate Commerce Committee, Reno warned the entertainment industry to clean up its act voluntarily—or be forced to by federal law. Instead of saying "Make my day," she said simply, "The regulation of violence is constitutionally permissible." Here's hoping it had the same effect.

COVER STORY

KIDS' PRIVATE HELL

One school employee can sometimes make a difference for a student. More often than not, it's a team of educators that makes the difference, a team that can focus on helping students get through difficult times, their private hell.

Kids bring everything to school. Their fears—of failure, of not fitting in; their fears of tests and teachers.

They bring the hurt of physical abuse from parents and the emotional hurt of divorce. They bring their disabilities, physical and mental.

They bring their sadness, their anguish. They bring their own private hell to school.

So who will stop the pain?

Quite often, it's a school employee. A teacher, bus driver, secretary, school aide, custodian, counselor, or any of the dozen other professionals who staff schools.

We're not talking miracles here. No school staff person can cure the severe emotional and physical distress kids bring to the classroom. But as the stories below will show, school employees have helped many kids overcome some pretty large hurdles.

Still, the task is awesome. Some NEA members, like Pam Spofford, a special education resource teacher at Randolph Elementary School in Arlington, Virginia, believe that students these days are coming to school more troubled than previous generations of kids did.

"They just seem to have more problems nowadays," says Spofford. "And schools have had to assume greater responsibility for helping them to solve their problems, to get them to the point where they can learn."

More school staffers, Spofford believes, are becoming alert to signs that kids may be having difficulty, then marshalling the resources to help kids get over these hurdles.

Joe Di Dio

Virginia clinical psychologist Deborah Stoll believes school employees must reinforce positive student behaviors.

Here are two illustrations of how school employees are responding to students in crisis.

Mary* was a bright girl, but in her Arlington, Virginia, kindergarten class, she refused to speak, though her parents said she talked—and read at the second- or third-grade level—at home. Her teachers and counselors, sensing the need for intensive counseling and therapy, pleaded with Mary's parents to get her help. Mary's parents refused, saying she'd outgrow the behavior.

But by December of first grade, she still wasn't uttering any words.

Vinoo Bawa was Mary's psychologist.

"I remember talking with Mary's teacher about what to do," recalls Bawa. "No matter what punitive or encouraging measures the teacher tried, the child remained unresponsive."

Finally, with the help of Bawa and other school employees, Mary's teacher contacted Child Protective Services, which intervened on the child's behalf. They said the parents' failure to cooperate in getting counseling for the child amounted to neglect and threatened to take the parents to court.

Mary's parents finally agreed to meet with Bawa once a week for family therapy. Through the process, they admitted the child had a problem. As the child saw the parents' concern, she began, within eight weeks, to speak tentatively in class, and gradually she worked up to her class level.

Not only did her skills improve, but she also made friends with several classmates. The combination of teacher, counselor, psychologist, social worker, and parents had made the difference for one student.

Lisa*, age 15, emerged from the depths of despair in May, 1990, when authorities placed her in a local children's hospital after she threatened homicide and suicide.

That's when counselors discovered that Lisa had been sexually molested and physically abused throughout childhood.

Counseling helped Lisa come to grips with this trauma, but it took school employees to finally put her on track to full recovery.

Beth Duffy, a food management instructor, was one of Lisa's teachers at the Haney Vocational Center in Panama City, Florida.

During tenth and eleventh grade, Lisa received academic instruction for half of the day and vocational education in food services for the remainder of the day.

"The combination of academics and vocational training for a regular job seemed to work for Lisa," says Duffy. "She got to know and like her classmates, and she knew she could trust me and the other teachers."

Those other teachers included Pat Vaisnis, an exceptional services education resource teacher with the Bay County (Florida) Schools.

"Just knowing this student really opened my eyes to how a student could 'beat all the odds' and become a success story," says Vaisnis. "She did a lot of it herself, but you have to credit the various social service agencies, the school, and her teachers for helping her."

Lisa's aware of that help. She's currently on track to complete the first year of "prep" classes and the two-year education program at a local community college. "The inter-agency communication and cooperation made a major contribution to this young lady's success," contends Vaisnis.

Her goal is to complete her prep classes and the two-year community college program. Then she would like to receive a degree in special education, along with a degree in culinary arts as something to fall back on if she tires of teaching. She currently works part time at a local restaurant.

Lisa and Mary are examples of children with severe difficulties. Most children have less severe problems (at least to adults), such as a mild speech impediment or a case of acne, but even these problems can result in low self-esteem, which, in turn, can lead to learning difficulties.

Some problems are predictable, easy to spot, and many occur as a fairly normal part of growing up.

Arlington County's Bawa says that at the early grades, learning and discipline problems show up most frequently, signalling possible psychological difficulties.

Adds Arlington clinical psychologist Deborah Stoll, socialization issues are also paramount. For boys, acting out behavior— which features disruptiveness—is a common behavior that teachers experience. Among girls, problems usually remain latent until they're around 11 or 12, and then you often find sexual acting out.

At that age, parental interventions may be appropriate.

Teachers can find out, for instance, whether disciplinary issues are a problem at home. In cases where they are, it may be appropriate for the parent to get instructions in parenting.

Just learning developmentally what kids should be experiencing as they mature can help parents understand appropriate disciplinary measures.

At the more advanced grades, the stakes seem to intensify. Issues like teenage pregnancies, tendencies to drop out, homelessness, depression, and suicide come into play. (Teen suicide rates have quadrupled since 1950, a far more dramatic rise than the adult rate, according to the Centers for Disease Control. And one third of adolescents, regardless of income group, say they've thought about suicide.)

Students whose problems are more subtle, yet cause them to turn off to learning, represent challenges just as real as those with more blatant psychological disorders. Kids who are overweight or unpopular can experience low self-esteem, which can affect learning.

Sometimes a remark made in passing from support personnel, a teacher, or counselor may help students see themselves in a more positive light and behave more confi-

COVER STORY

dently. And sometimes it doesn't even have to be a remark, but something much more subtle, like body language or eye contact.

At all grade levels, teachers may want to initiate "differential reinforcement of other behavior," meaning "they should try to catch the student being good. Then provide some sort of reward," says clinical psychologist Stoll.

Behaviors worth rewarding range from accuracy in work, finishing on time, completing homework, paying more attention in class, positive behavior in a difficult situation, or doing better on a test.

"Keep in mind that the same rewards don't work for the same students," Stoll advises. "Get to know the child and find out what rewards mean something to him or her."

Some children, particularly young ones, respond favorably to extrinsic rewards like stickers or popcorn. For others, it's time with the teacher or extra recess privileges.

There are, of course, limits to what teachers and counselors can do, acknowledges Bawa. School employees can't, for instance, prescribe medication for students, no matter how much they think it's needed. They can prevail upon parents to get their children psychiatric help, but it's up to parents to see medical needs are met.

Caring school employees often exceed traditional limits and are willing to go the extra mile for students in need.

Often times, school support staffers are front-line troubleshooters, getting students to open up in ways they might not choose to with other authority figures.

The most important thing say school employees, is follow-through in reinforcing positive behavior. If students don't get attention for positive behaviors, they'll surely get attention for negative ones.

—Victoria Lytle

*Children's names have been changed.

School psychologist Vinoo Bawa (below) says school staff should know the early warning signs that kids have run into trouble.

Joe Di Dio

Florida school employees Beth Duffy (right) and Pat Vaisnis know the value of early intervention.

Mark Wallheiser

TIPS ON BOOSTING KIDS' SELF-ESTEEM

To make students feel good about themselves,

- Ask students to identify strengths or special talents, for instance, "I am good at _____."
- Make a positive personal comment about students each day.
- Make eye contact with a child when talking.
- Use a child's name in positive situations and avoid its use when giving correction or constructive criticism.
- Help students learn to compliment each other.
- Create ways for children to feel important (every child a "hero").
- Plan regular "show-and-tell" or "sharing" times, even with older children.
- Keep notes on children's strengths/progress and pass information along to students, parents, other teachers, or the principal.
- Give frequent praise. Positive feedback should outweigh negative 10:1.
- Use graphs/charts to illustrate progress. Make improvement visual, tangible.
- Make time for students' self-evaluation.
- Provide opportunities for students to compete with themselves rather than with each other.
- Make students a part of the group to minimize feelings of isolation/difference.
- Expect the best work a child is capable of doing.
- Promote attitudes that individual differences are acceptable, normal, and desirable.
- Check with your school counselor for other ideas about supporting self-esteem.

(Excerpted from *The Success Book*, a publication of Arlington County Public Schools.)

Resources

The following titles may be ordered from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516-0509, 800/229-4200.

At Risk, Low Achieving Students in the Classroom by Judy Brown and Hazel Wiggins Harris. $9.95. (3338-8-00-F).

At-Risk Students and Thinking by Barbara Z. Presseisen, Editor. $14.95. (1483-9-00-F).

Child Abuse and Neglect, Second Edition by Cynthia Crosson Tower. $12.95. (3295-0-00-F).

Children of Alcoholics/Addicts by Richard L. Towers. $9.95. (0242-3-00-F).

Children of Divorce by Susan R. Berger, Rhona A. Shoul, and Susan Warschauer. $7.95. (0246-6-00-F).

Developing Positive Student Self-Concept, Second Edition by David Silvernail. $8.95. (1692-0-00-F).

Early Childhood At Risk: Actions and Advocacy for Young Children by Victoria Jean Dimidjian. $8.95. (1481-2-00-F).

Funding and Financing Programs to Serve K-3 At-Risk Children: A Research Review by K. Forbis Jordan, Teresa S. Lyons, and John T. McDonough. $11.95. (1542-8-00-F).

Homeless Students by Cynthia Crosson Tower and Donna J. White. $7.95 (0245-8-00-F).

Nonachieving Students at Risk: School, Family, and Community Intervention by Harry W. Sartain. $7.95. (3074-5-00-F).

Problem Solving/Decision Making for Social and Academic Success: A School-Based Approach by Maurice J. Elias and Steven Tobias. $11.95. (3007-9-00-F).

Student Apathy: The Protection of Self-Worth by James P. Raffini. $3.95. (1080-9-00-F).

Student Stress: A Classroom Management System by Kevin J. Swick $9.95 (1696-3-00-F).

Student Suicide: A Guide for Intervention by John A. Vidal. $7.95 (0244-X-00-F).

When Society's Problems Walk Through the Door. Episode 23, Teacher TV. 25-minute video. $15.95. (772-5-00-TV).

HUMAN RIGHTS

TEXAS TEACHER ENCOUNTERS CENSORSHIP

Joan Sheahan

Being a native of the town and a good teacher weren't enough to save Judy Hammonds. She was fired for allowing her students to read an award-winning play.

The school board meeting in Mt. Pleasant, Texas, lasted from 7 p.m. till 2:30 a.m. Students who wanted to testify in favor of their drama teacher, Judy Hammonds (right), or of the play they had chosen and loved, were kept in a locked room out of earshot.

Judy Hammonds, a seven-year teacher at Mt. Pleasant High School, was on trial for allowing her students to read the highly acclaimed Neil Simon play, *Brighton Beach Memoirs*. She was entitled to the hearing not because school board members wanted to hear her side of things, but because it was her right as a tenured teacher.

Indeed, board members had already made up their minds. Soon after the hearing ended, Hammonds was fired. Transcripts from the marathon board meeting were sent to the state education department, the Texas Education Agency (TEA), as the only admissible materials for review in her case.

Judy Hammonds has lived in Mt. Pleasant—a rural community of 14,000 people 75 miles northeast of Dallas—all her life. Hammonds knows the pulse of the community and says of herself, "I'm no liberal. I'm a Southern Baptist. Everyone knows me here, and they know what I'm like."

None of that made any difference last year. Hammonds' students had just finished reading Tennessee Williams' *The Glass Menagerie*, a play about a teenager growing up during the Depression.

To further their understanding of the time period, the students chose as their next play Neil Simon's Depression-era memoir about family, religion, parental authority, and coming of age.

Soon after, a ninth-grader complained to his mother (who sits on the school board) about a passage in *Brighton Beach Memoirs* in which a 14-year-old tells his brother that he's had his first wet dream. The irate mother marched directly to the principal's office to protest.

In similar situations, many school districts would refer the case to a group specified to handle reconsideration issues and academic freedom policy questions. In Mount Pleasant, there were no such structures.

The following week, Hammonds was called to the superintendent's office. "You are the most immoral woman I've ever met," he told her. He refused to renew her contract.

After her perfunctory hearing, Hammonds went looking for work. She applied for jobs in 40 school districts, but received no offers.

Throughout the entire incident, Hammonds has had the backing of her local and state Association. Currently, the Texas State Teachers Association (TSTA) is pursuing her case, in search of back pay and reinstatement.

Beyond her own loss, Hammonds says she's struck by the ability of one parent to change an entire curriculum.

"It's an injustice," she says. "There are so many hurt and angry students as a result of this episode."

All around the nation there are many thousands of students who've been hurt by censorship incidents. People for the American Way (PFAW), a group that researches and reports annually on this subject, states that this past academic year there was a record number—395—of attacks on school and library materials in 44 states.

In almost 40 percent of the cases, PFAW reports, the censors were victorious.

To defend the freedom to learn in your community, PFAW recommends strong anti-censorship guidelines requiring that—

➤ Those complaining try to resolve the complaint with the teacher or librarian first, then move up the school hierarchy.

➤ Formal, written complaints be filed and that complainants read the entire work in question.

➤ An explicit review procedure—specifying persons involved, key decision points, and any appeals process—be made public.

➤ The review committee be made up of all segments of the education community (parents, students, administrators, teachers) and that the focus be on educational merit.

➤ Challenged materials not be removed during a review process.

➤ All administrators be aware of these guidelines.

—Melissa Etlin
NEA Human and Civil Rights

NEA Counters School Censorship

NEA has an active member-to-member network for any member of a local Association facing a censorship attempt. Members giving advice have had direct experience with censors. Advisers are divided into eight categories of expertise: personal attacks on teachers; the Quest curriculum; the Impressions reading series; other curriculum issues; library books, literature/novels, and textbooks; student journals; sex education and/or AIDS education; and organizing community support groups. To use the Network, call NEA at 202/822-7721.

WASHINGTON WATCH

Person To Watch

Rep. Eva Clayton (D-NC) is a congressional rising star and voice for a new generation of representatives. The first woman elected president of the Democratic freshman class, Clayton is an outspoken advocate for education, health care, housing assistance, and job training, particularly in economically disadvantaged and rural areas.

Best Win For Education Employees

The Senate passed a resolution calling for a substantial increase in education funding over the next 10 years. The resolution, sponsored by Sen James Jeffords (R-VT), calls for 10 percent of the federal budget to be devoted to education. Currently, education receives less than two percent of federal monies.

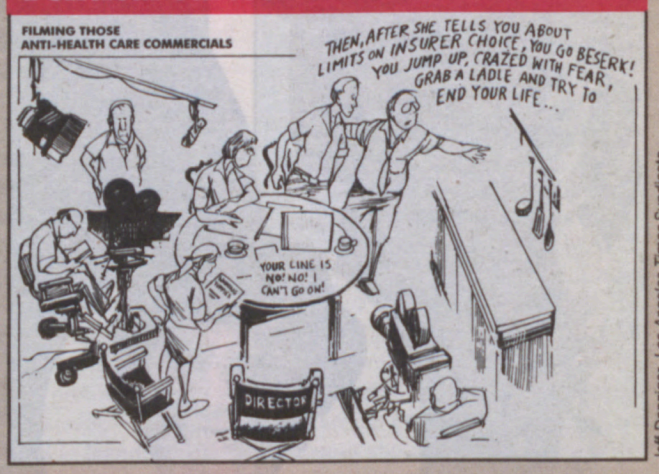
Looking Ahead

The Second Session of the 103rd Congress, beginning in January, promises to be the most important of the decade for America's educators. On tap for Congress: Goals 2000 legislation, reauthorization of virtually all K-12 education programs, a school-to-work initiative, safe schools legislation, school-based health issues, and a major debate on federal funding.

And What You Can Do

Now that your congressional representatives are back home for the holidays, it's time to call them or pay them a visit. Let them know they must support health care reform that guarantees all Americans affordable, comprehensive, and high quality health care.

Political Cartoon of the Month


FILMING THOSE ANTI-HEALTH CARE COMMERCIALS
THEN, AFTER SHE TELLS YOU ABOUT LIMITS ON INSURER CHOICE, YOU GO BESERK! YOU JUMP UP, CRAZED WITH FEAR, GRAB A LADLE AND TRY TO END YOUR LIFE...
YOUR LINE IS NO! NO! I CAN'T GO ON!
DIRECTOR

Jeff Danziger, *Los Angeles Times* Syndicate

Congressional Quote of the Month

"Congress can talk about education...or it can do something. Now is the time to act."

—Rep. Patsy Mink (D-HI)

Local Look

PENNSYLVANIA

Undermining Values

The Octorara School Board wants teachers to stick to the "facts"—as it sees them.

That means no classroom discussion of values or religious beliefs and practices; no open-ended discussions of moral issues; no student diaries or self-evaluations. Teachers estimate some 20 to 30 percent of school library books may have to be removed.

The board's proposed policy so incensed teachers that academic freedom joined salary increases and planning time at the top of their list of contract demands.

Members of the Octorara Education Association backed up their demands with a month-long strike in October. Talks were still at impasse as *NEA Today* went to press.

"The retired taxpayers group has tried to narrow this to a case of greedy teachers wanting more money," says OEA President Donald Mills. But the battle is clearly over more than just money: even if OEA won the full salary increase, Octorara's teachers would remain among the lowest paid in Chester County.

IOWA

Primed Example

Painting and priming were all in a day's work for members of the Burlington Education Association, as members participated in a paint-a-thon for local citizens who are low-income, disabled, or elderly.

Though the teachers are currently working without a contract, their ties to the community remain strong.

BEA supplied the equipment; a local paint company provided the paint; and members supplied the labor, spending one day scrubbing and priming a house, and another day painting it.

BEA President Paula Graham, a home economics teacher, presented the grateful homeowner with the finishing touch: homemade curtains.

MONTANA

Old Menu

One step forward, two steps back.

That's the situation in Florence, where the school district hired a white male in a newly created supervisory position. No harm there, except that his duties were previously fulfilled by a Hispanic female food service worker who was paid much less.

The Florence-Carlton Classified Association filed an unfair labor practice suit on behalf of the woman and won. She was compensated for wages and benefits and restored to her former position.

But then the school district turned around and subcontracted the food service program to a private contractor—without bargaining with the Association. And, you guessed it: FCCA has filed yet another unfair labor practice.

IN NEW MEXICO

The Faces of NEA-Las Cruces: All Smiles

Kathy Porter

Navora Richardson

Tommy Esparza

Debra Hanson

Helen Davis

Don't think, don't vote: that was the message from forces bent on defeating NEA-Las Cruces in a hard-fought representation election this October. But when the dust settled, the ballot count showed teachers voted overwhelmingly—805 to 45—for NEA-LC.

Located 45 miles from Juarez, Mexico, right off the Butterfield Trail (the precursor to the Pony Express), Las Cruces is the site of NEA-New Mexico's largest local. "This was a big win for us all," says NEA-LC President Helen Davis. "The victory in this election"—the first under the state's new collective bargaining law—"empowers all locals for future negotiations."

Since the law passed in 1992, existing Association locals have had to establish themselves as official bargaining agents. Some have presented petitions to their school boards and been accepted. Others, like NEA-LC, have been turned down by their school boards and forced into expensive, time-consuming, and bitter representational elections.

NEA opponents encouraged apathy, hoping that fewer than the legally required 60 percent of the unit's 1,370 members would vote and the October election would be invalidated. Logistics seemed to side with them, since teachers working in 30 different schools scattered over 40 square miles had just four polling sites to choose from.

Some leaders of opposition groups also relied heavily on negative campaign literature—such as the recent *Forbes* magazine diatribe against NEA—to quell interest in NEA.

But these obstacles were surmounted. Member involvement was "widespread and deep," says UniServ Director Doug Petro. NEA-LC members worked phone banks and coordinated logistics. Retired members such as Martie Miller set up hospitality tables at the polling sites so that the local could get an idea of who voted. Other NEA locals and the state Association pitched in as well.

Local members of the New Mexico Federation of Teachers (NMFT) also worked on the campaign. At NMFT headquarters in Albuquerque, a taped message encouraged callers to contact their Las Cruces colleagues and get them to vote. NEA-NM is now helping NMFT in an upcoming representation election in Gadsden.

In the end, 62 percent of the teachers voted.

"If we had not succeeded, we wouldn't have had any power at all to negotiate with the school board," says Davis. "Now we have employee empowerment and equality."

What's next? "We're gearing up for a drive with ESP now," says Petro. The school board's refusal to accept a wall-to-wall bargaining unit forced this additional skirmish in the long fight for bargaining rights.

Marcia Salopek

Mary Underwood

Martie Miller

Carol Jones

Craig Weisbart

Photographs by Patti Longmire

WEST VIRGINIA

Homework as Status Symbol

Getting kids to think home-work is cool is an exceptional accomplishment for any teacher.

So the student teachers at West Virginia Weslyan College are especially proud of their Homework Workshop, now in its third year.

The workshop runs from 3 to 5:30 three days a week at Central Elementary School in Buckhannon. Members help with homework, administer practice tests, and play electronic education games, using a $1,000 CLASS (Community Learning Through America's Schools) grant from NEA's Student Program to purchase supplies.

The workshop is so popular that it had to be moved from a classroom to the school cafeteria.

"Kids have come to see attending the Homework Workship as a status symbol," says Robert Hayden, president of the college's Student NEA. Even students from the middle school drop in. At their school, only those failing can get help; at the Homework Workshop, there's no stigma attached—all students are welcome.

The workshop in return gives members "experience with learning techniques and learning strategies," says Hayden, and a glimpse at "what we have to look forward to as teachers for tomorrow."

LOUISIANA

Surveying the Situation

Faced with mounting school violence—the number of incidents involving weapons rose 77 percent last year—the East Baton Rouge Parish Association of Educators went looking for solutions. The first step? A survey of teachers and other education professionals.

More than 2,000 people responded to the survey, prepared by NEA Research. Some described discipline problems and possible causes; others proposed solutions.

The results went to the school board, which set up a committee that's already working on an Association proposal: an alternative school for students with discipline problems.

"We're not looking at this as a warehouse where these kids can be stored away," says UniServ Director Dick Eiche, one of two teacher representatives on the committee. "Guidance counselors and teachers would prepare the students for an eventual return to their regular school." The first alternative school will be ready in a few months.

State Side

NEBRASKA
Retirement Bonus

Retired teachers in this state have more to spend at the holidays—and beyond. They're receiving the first cost of living allowance Nebraska has ever granted state employees, thanks to an omnibus education bill that the Nebraska State Education Association helped pass.

The COLA comes to 3 percent over the next three to four years, when money is available from a teacher-funded pool.

Other new provisions: full retirement at age 60 with 30 years of employment, and an increase in the multiplier used in determining the amount of individual retirement benefits.

"This is a groundbreaking move that will be improved on," notes Herbert Schimek, NSEA's chief lobbyist.

MARYLAND
Merging a Winner

Everyone came out a winner when the Maryland State Teachers Association voted in October to unite with its ESP counterpart, the Maryland State Educational Services Council.

"I've already seen the benefit of member expansion," says MSTA President Karl Pence. "I've met with political leaders and informed them that we now have more than 5,000 new members. We're an even bigger force to be reckoned with."

Gail Riley, the last president of MSESC and an instructional assistant at Manchester Elementary in Carroll County, says ESP members are "ecstatic."

MINNESOTA
Confident Comeback

The Minnesota Education Association board of directors recently issued a forceful vote of no confidence in Governor Arne Carlson—only two years after endorsing him.

When running for office in 1990, Carlson courted MEA as a friend of education. But apparently he was looking for a marriage of convenience.

Once in office, Carlson called for a freeze in teacher salaries; worked to block the increase of per-pupil unit funding; interfered with contract negotiations in Minnetonka; and fired the state's popular commissioner of education (a former MEA staffer) without cause. He's also proposed legislation that would remove teachers' right to strike.

MEA has allocated $120,000 to counter disinformation on public education and the no-strike legislation.

ETHNIC MIX ROLL CALL

Student Diversity Varies Widely

The nation's 42.5 million public school students constitute a diverse lot, as the chart below illustrates. It lists K-12 public school students by state, and the percentage breakdown by ethnicity.

Percentages don't tell the whole story. California has 24,685 Native American students, for example, yet because of its huge population, the percentage statistic remains 0. On the other hand, Alaska's 25,127 Native American students make up a full 22 percent of its student population.

STATE	TOTAL	ANGLO AMERICAN	AFRICAN AMERICAN	HISPANIC AMERICAN	ASIAN AMERICAN	NATIVE AMERICAN
Alabama	748,268	63%	36%	0%	0%	1%
Alaska	114,304	69	4	2	3	22
Arizona	657,781	65	4	24	1	6
Arkansas	445,771	75	24	0	0	0
California	5,447,021	46	8	35	10	0
Colorado	591,103	77	5	16	2	1
Connecticut	474,685	76	12	10	2	0
Delaware	104,804	69	28	2	1	0
DC	90,274	3	91	5	1	0
Florida	2,084,754	61	25	13	1	0
Georgia	1,181,294	70	29	1	0	0
Hawaii	182,651	23	2	2	73	0
Idaho	222,277	94	0	5	1	0
Illinois	1,841,363	67	22	9	2	0
Indiana	953,978	87	11	2	0	0
Iowa	483,686	95	3	1	1	0
Kansas	447,894	86	8	4	1	1
Kentucky	659,373	90	9	0	0	0
Louisiana	781,816	54	44	1	1	0
Maine	212,328	99	0	1	0	0
Maryland	745,824	62	33	2	3	0
Massachusetts	836,355	82	7	7	3	0
Michigan	1,640,655	78	18	2	1	1
Minnesota	772,502	92	3	1	3	1
Mississippi	511,851	48	51	0	0	0
Missouri	830,665	88	10	1	0	0
Montana	158,000	90	0	1	0	9
Nebraska	271,094	91	5	2	1	1
Nevada	213,433	75	9	11	3	2
New Hampshire	170,242	98	0	1	1	0
New Jersey	1,119,714	66	18	11	4	0
New Mexico	301,037	42	2	46	1	10
New York	2,569,034	61	20	15	4	0
North Carolina	1,084,516	67	30	0	1	1
North Dakota	116,397	95	0	0	0	4
Ohio	1,806,859	84	14	1	1	0
Oklahoma	597,793	76	10	2	1	12
Oregon	490,548	91	2	4	2	1
Pennsylvania	1,660,031	83	13	2	1	0
Rhode Island	139,434	85	6	6	3	0
South Carolina	649,728	58	41	0	0	0
South Dakota	134,295	99	0	1	0	0
Tennessee	840,655	77	22	0	0	0
Texas	3,466,533	50	14	34	2	0
Utah	449,531	94	0	3	1	1
Vermont	93,492	99	0	0	0	1
Virginia	1,025,624	76	21	2	1	0
Washington	857,884	84	4	5	5	2
West Virginia	327,290	96	3	0	0	0
Wisconsin	805,571	87	9	2	2	1
Wyoming	101,826	92	1	5	0	2
TOTAL U.S.	42,513,838	69	16	12	3	1

Source: *Quality Education Data Quarterly*

RHODE ISLAND
Prime Viewing

TV viewers in Rhode Island can tune in to a show that focuses on the positive sides of public education.

"Rhode Island's Child," in its fourth season, is a 30-minute television magazine broadcast monthly on a PBS affiliate.

Created by Don Hill, executive director of NEA-Rhode Island, each show features five stories on a range of public education issues, including special education, school finance, school transportation, top teachers, and sports.

Students host the show and provide most of the commentary, with parents, teachers, and administrators rounding out the program.

Other education groups have now joined NEA-RI in sponsoring "Rhode Island's Child," which has been nominated for an Emmy.

OREGON
Taxing Results

Education was dealt a blow in November when voters soundly rejected a measure calling for the state's first-ever sales tax.

Revenue from the proposed 5 percent tax would have been targeted specifically for public education.

"The defeat of Measure 1 means that we still have no solution to a very significant problem in Oregon—adequate funding of our public schools," says Oregon Education Association President Bruce Adams.

Schools are already suffering from a 1990 measure that eliminated property taxes as a source of school funding. Oregon appropriated an average of $320 less per pupil this year than last.

ALABAMA
Basics vs. Bureaucracy

School reform is good, but the state's heading in the wrong direction, says the Alabama Education Association.

Most changes the state is considering "aren't going to improve education substantially," says Nancy Worley, the only teacher on the governor's school reform task force.

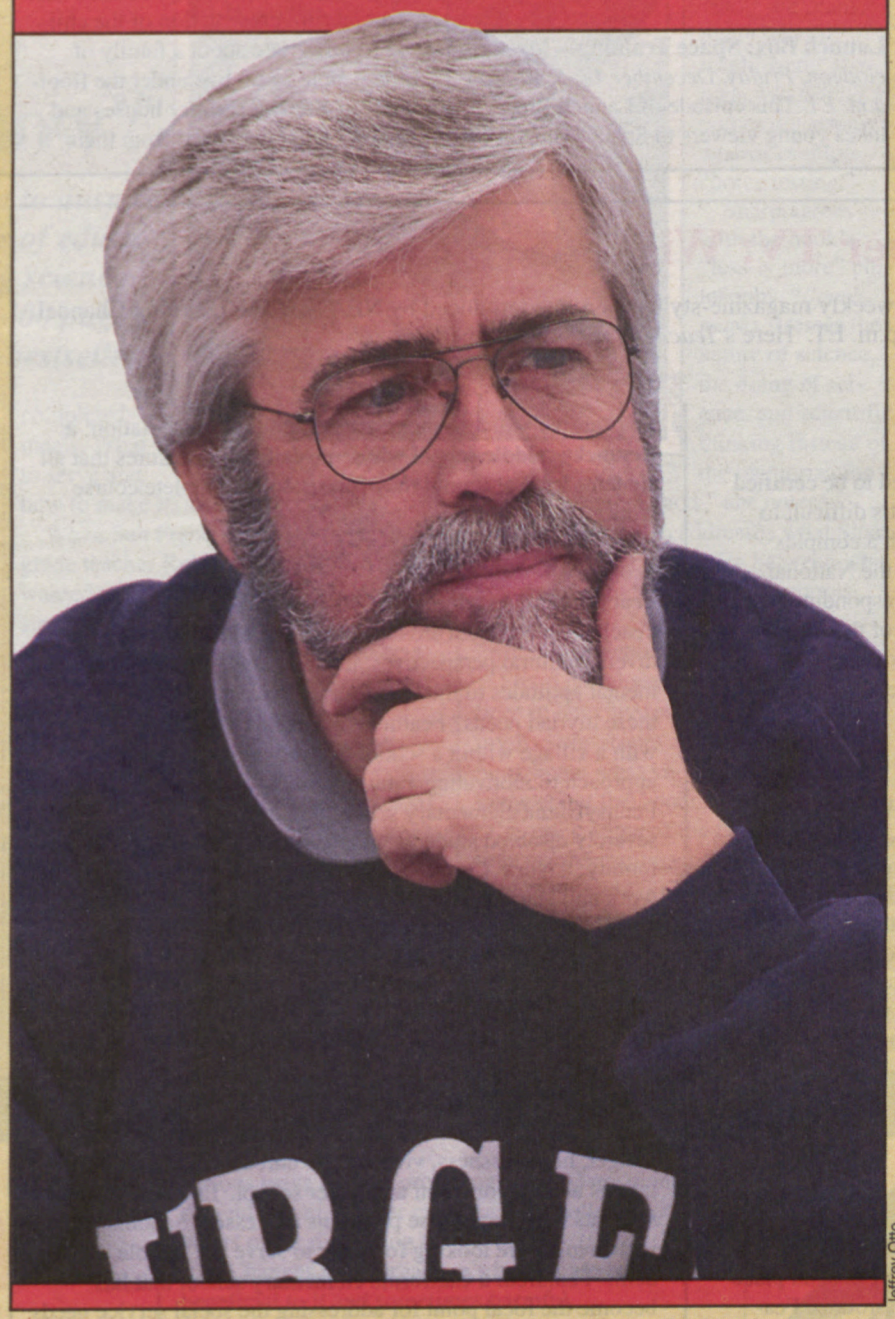
Plans include a litany of bureaucracy—such as a Commission on School Performance and Accountability and an Office of School Accountability.

"Teachers now have far too much of this and too little time to teach," AEA notes. And focusing on a "performance-based" education system overlooks the fact that many schools lack basic texts and equipment.

Some type of reform is inevitable. A circuit court judge found the state's public school system to be inadequate and inequitable and gave the state a year to fix it.

Meet:

William Least Heat-Moon



Jeffrey Otto

Traveling Blue Highways

Author William Least Heat-Moon has written two books, both bestsellers. The first, **Blue Highways**, *is a personal account of the places he saw and the people he met on a 13,000-mile drive through America's back roads. Heat-Moon calls these roads blue highways, for their color on road maps.*

His second book, **PrairyErth**, *is a look at the heart of America by way of the tall grass prairie.*

NEA Today *staff writer Diane Dismuke recently caught up with the peripatetic Heat-Moon in Lockport, New York, as he prepared to traverse the Erie Canal on the tugboat* **Urger**, *gathering material for his latest book...well, let him tell you.*

Your heritage is part Anglo-Irish, part American Osage Indian. As a child, did you have a sense of your multicultural background?
Certainly by the time I was 10 or 12, I did. Just recently I came across a picture of myself performing an Indian dance in a high school variety show. I'm wearing only a breech cloth, a feather, and white saddle oxfords. That combination didn't strike me as being particularly strange at the time, but I realize now what a cross-cultural expression it was. And that is really my story: I'm a person who grew up in two spiritual worlds.

Does that explain your name?
My birth name is William Trogdon. I adopted Least Heat-Moon from my father, who was Heat Moon. As a writer, I use the name William Least Heat-Moon: William to represent my Anglo-Irish side; Least Heat-Moon, my Osage side.

William Trogdon, the Anglo-Irish person, is the carpenter, the bricklayer of my writings. But the inspiration, the one who drives those materials to be formed in a certain way, is Least Heat-Moon, the Osage person.

I believe in genetic memory, that things our ancestors have done are passed on to us. So we inherit not just the color of our hair and the shape of our eyes, but also certain inclinations.

For example, I'm fascinated by stone walls. I never understood why I was almost unable to turn myself away from watching a stonemason at work. Then, about five years ago, I found out that my great-great-grandfather was a stonemason on the Erie Canal. I'd never known that.

You've been quoted as saying that you, in fact, feel the influence of "spirits" when you write your books.
Often when I'm writing, I have a strong sense that a part of my subconscious is in touch with the part of my brain that handles language.

When I'm writing as well as I can, that deeper consciousness, which I think harkens to the Osage part of me, is informing the language.

If I pick up a copy of *PrairyErth* today and read the sentences, they don't sound like anything I wrote. I recognize the words in the same way I recognize parts of Shakespeare, because I've read them before, but *PrairyErth* seems to have come from someone other than who I am now.

As I got into writing that book, I felt I was under the control of something beyond myself. It was wonderful for the writing because it made me write the best I can. But it left me no peace. It drove me; it was almost cruel. It controlled my sleep so that I would wake up in the night with phrases in my head.

Your best-selling book *Blue Highways* is about a traveler who finds new horizons. What discoveries did you personally make as you traveled the blue highways?
I made lots of little discoveries, if that's the word for them. But keep in mind that I delight in things that some other people wouldn't feel worth talking about—like old buildings, a plate of fried chicken, the slope of a hill.

To me, these kinds of discoveries are worth a lot. And when I put these experiences and others like them together over a whole journey, over a whole life, I'm incredibly enriched by what people before me have built and left behind.

That's why I'm so deeply concerned about preservation—not only of our environment but of our historic fabric as well, things that link us to where we come from, that let us know who we are and what we can become.

But *Blue Highways* is actually a book about egotism. Or maybe I should say *egoism*, in which self becomes the beginning and the end for an entire existence so that one's whole life is bound up in itself. That was how I'd spent so much of my own life. But I came to realize that when you live that way, you're doomed to misery, perhaps even insanity or suicide.

Worst of all, if you do happen to survive all this, you're cutting yourself off from a lot of incredible experiences.

Only when you let the world manipulate you will things start changing and will you say to yourself, "I didn't know that could happen, I didn't know it was that way!"

PrairyErth takes this concept one step further, to finding personal connections that go even deeper—into the land and history.

How would you like teachers to use your books with students?
We all have many curiosities. I hope that my books will appeal to students' curiosities and encourage them to leave their own little world for a while. If they do, they'll find that the rest of the realm is a fascinating place and that they share things with people everywhere. It's not that we're all part of one big family so much that we all belong in an incredible web.

Tracing our individual histories is like moving toward the bottom of a cone: As we go further and further back, the lines that separate us become fewer and fewer, and we realize how interlinked we all are.

You have a Ph.D. in English literature from the University of Missouri and were once a teacher yourself, right?
Yes. I taught writing and literature at Stephens College at various times in the 1960s and 1970s. That was a wonderful period to work with students—so many were curious and eager to learn purely for the sake of learning.

But when I returned to teaching several years later—this time with the journalism department at the University of Missouri—I found that students had changed.

They were more interested in the practical aspect of writing and how they could apply what they learned to making a living. I felt I wasn't the best person to help them since I'd never held a job beyond a few months.

When can we expect another book from you?
Woody Allen once said the hardest thing in writing is going from nothing to something. And I think he's right. I struggle so much getting that first draft down.

My writing draws so much upon every bit that I am, that I feel drained when I finish a book, and it's years before I'm ready to write again.

There were eight years between *Blue Highways* and *PrairyErth*. It's already been two years since *PrairyErth*, and I'm just now finding my way into a third book.

This new book will be about a special type of American heroine and hero—people who've taken on challenges in preservation for the benefit of the nation. I hope to finish writing it by the end of 1995.

RESOURCES

TV Tips

ABC Afterschool Special: Montana Crossroads—*ABC, Thursday, December 9, 4-5 p.m. ET.* This drama, set on a Montana ranch, looks at the strained relationships among a strong-willed mother, her artistic daughter, and a stubborn father—and the lessons they learn about forgiveness and love.

Time Machine with Jack Perkins: The Modern Marvels of Mount Rushmore—*Arts & Entertainment, Friday, December 10, 8-9 p.m. ET.* The story of one of the world's most famous monuments and the people behind its creation.

Launch Box: Space Training—*Nickelodeon, Friday, December 17, 5:30-5:55 a.m. ET.* This episode of Launch Box takes young viewers to Space Camp at the Kennedy Space Center in Florida and tells them about the training needed to become an astronaut.

The Borrowers—*TNT, Sunday, December 19, Part 1, 10-11 a.m., Part 2, 12-1 p.m. ET, repeated Friday, December 24.* A special film presentation of the children's classic tale about a family of "little people" who live under the floorboards of English country houses and "borrow" what they need from their

hosts *(photo above).*

Assignment Discovery: Inside Statistics—*The Discovery Channel, Monday, December 20, 9-10 a.m. ET.* A look beyond the numbers in this program about the history of statistics.

Nick News Special Edition: The Day the Earth Threw Up—*Nickelodeon, Wednesday, December 22, 5:30-5:55 a.m. ET* This special edition looks at environmental disasters large and small—from water pollution to the dumping of plastics—then reviews how children across the country are working to prevent future disasters.

National Geographic Explorer—*TBS, Sunday, December 26, 9-10 p.m. ET.* Among this program's segments is "Water Blasters," where underground cameras explore New York City's water system and spotlight the crews that work hard to give New Yorkers their water *(photo below).*

Sarah Chang: The Young Virtuoso—*PBS, Wednesday, December 29, check local listings for time.* A profile of one of the 20th century's most outstanding musical talents, 13-year-old violinist Sarah Chang.

Assignment Discovery: Contemporary Authors—*The Discovery Channel, Thursday, December 30, 9-10 a.m. ET.* Assignment Discovery showcases the talent of a diverse group of authors, poets, and playwrights, and celebrates the richness of contemporary literature.

Danny Kaye International Children's Awards—*Arts & Entertainment, Thursday, December 30, 10-11 p.m. ET.* UNICEF's fifth annual awards ceremony honoring children around the world.

Playing for Peace—*PBS, check local listings for dates, times.* Follow the Apple Hill Chamber Players on a peace tour of Israel, Egypt, Jordan, and Syria as they select 11 students for a summer of music in the United States.

These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, D.C.

Teacher TV: Winter Schedule

Don't forget to tune in to *Teacher TV*, the weekly magazine-style program coproduced by NEA and The Learning Channel. *Teacher TV* airs Sunday evenings, 6-6:30 p.m. ET. Here's *Teacher TV's* winter schedule.

December 12
Standards
In the near future teachers will be encouraged to be certified through a national comprehensive process. It's difficult to create a fair process to accurately assess such a complex profession. Featured: teachers who serve on the National Board for Professional Teaching Standards responding to their peers' questions and concerns; a re-creation of the field test of the Middle Childhood assessment at an Illinois elementary school that exemplifies the process all teachers may use to become nationally certified.

January 2
Violence in the Schools—Solutions That Work
Increasingly, schools are taking defensive measures to address violence, but a number of sites are attempting to resolve this problem through more fundamental, preventive measures. Featured: middle schools in North Carolina that have instituted an effective curriculum to help students resolve anger through nonviolent means; an elementary school in Idaho that has peer mediators handle school yard disputes; and a Los Angeles high school's video response to the riots in that city.

January 9
Standards (see December 12)

January 16
Authentic Materials—New Venues for Learning
Texts, once the staple of curriculum, are taking second place to the authentic materials of life in many classrooms. Featured: a Minnesota high school that uses a river in its midst as the source of interdisciplinary learning; and New Mexico middle school students who run their own simulated city that includes governmental, and judicial systems, as well as many businesses.

January 23
Throwing Out Rigid Structures
Many of the "givens" of education are falling by the wayside as schools adopt new structures and perspectives. Featured: a middle school in California that jettisoned old assumptions to ensure all constituents are "partners in education"; two Kentucky elementary schools that demonstrate throwing out grade barriers can expand educational opportunities and challenges; and a Washington state elementary school that rejects old stereotypes and institutes a highly popular course taught by the school's chief custodian.

January 30
Higher Expectations—Foiling the Bell Curve
Educators are challenging the traditional bell curve that assumes a certain degree of student failure. Some schools are raising the expectations for all on the theory that this is how all will succeed. Featured: a high school in Maine that has abandoned "tracking" and instituted a new demanding curriculum for all students; an interview with Dr. Henry Levin, father of the "accelerated school movement," which maintains that "at risk" students need acceleration not remediation; a Kentucky middle school whose no-fail policy ensures that all students keep at it until they successfully complete course work.

February 6
Teaching the Academically Diverse Classroom
Teachers in America are faced with students who bring diverse cultural perspectives, learning styles, and physical and mental aptitudes to the classroom. How can schools meet these myriad needs? Featured: a Virginia elementary school with a village within a school that provides an unusual approach to motivating a multi-ethnic, K-5 student body; a Pennsylvania elementary school that makes moderately and severely disabled students an integral part of the school community; a North Carolina elementary school that analyzes the work and learning styles of its students and staff to best match and accommodate their needs; and a Virginia elementary school that utilizes the rich ethnic mix of its student body by turning every Friday into "Language Day," when students learn and speak one another's native languages.

February 13
When Society's Problems Walk Through the Door
Students don't leave societal problems such as drug abuse, hunger, homelessness, violence, or unrealistic parental expectations at the door when they enter school. To learn, however, students must have these problems addressed. Schools increasingly are looking for ways to serve the "whole student." Featured: a California elementary school that has become the focal point for addressing the social service needs of its students' families; a suburban New Jersey high school that instituted a comprehensive guidance and youth services program to meet nonacademic concerns of students; and a Colorado high school where trained peer counselors assist their fellow students.

February 20
Higher Order Thinking Skills
Not only are school employees trying to impart information, but more importantly, they're attempting to empower students to think and analyze in profound and logical ways. Featured: a Minnesota school where teachers act as discussion facilitators to expand students' thinking skills; and a Louisiana district that uses an electronic bulletin board and district-wide simulations to connect elementary and high school students. The older students create hypothetical ongoing world events to which the younger students must respond.

February 27
Health and Well Being
Since healthy students are better able to learn, schools are enlarging their roles in maintaining the well-being of their students. Featured: Dallas, Texas, school-based clinics that have been providing students full-scale health care for the last 20 years; and an award-winning health curriculum in a Colorado district that teaches students healthy decision-making skills.

SETTING STANDARDS

What Should Scientifically Literate Students Know?

It doesn't take a rocket scientist to answer this question. It takes hundreds of educators, one of the nation's leading science organizations, four years, and 400 pages. The finished product may be a bestseller.

Joe Glick

"We know what it takes to produce a scientist," explains Jo Ellen Roseman, a curriculum director for the American Association for the Advancement of Science. "But what does it take to produce a scientifically literate person?"

For four years, at a cost of $8 million, the AAAS's Project 2061 brought hundreds of educators and scientists together to come up with an answer. Their conclusions may contribute to a revolution in the way science is taught in America.

Their maxims: less memorization and more conceptual learning, less lecturing and more hands-on learning, less subject matter segregation and more interdisciplinary teaching.

Their report, *Benchmarks for Science Literacy*, was released this fall. Its 400 pages are no cookbook. Rather, the book includes dozens of lists of, if you will, completed meals. What to serve and how to make it, teachers decide.

When San Francisco first and second grade teacher Robin Sharp heard AAAS wanted teacher help to develop science standards, her first response was fear.

"I was fearful there was going to be a governmental mandate on how and what to teach," Sharp explains. "My biggest fear: multiple choice science tests for second graders."

So Sharp applied to work on one of six AAAS educator teams across the country: "I didn't want elementary teachers to be left out," she says.

Over the past four years Sharp and 149 other educators spent thousands of hours (both donated and paid) to conceive, develop, and—with help from AAAS staff—write *Benchmarks*. Over 1,300 educators reviewed the book prior to publication.

"If the document is used correctly," Sharp says now, "there are many, many ways to teach. And," she adds, "*Benchmarks* comes out strongly against multiple choice testing."

Sharp agrees with the book's "less-is-more" philosophy. "*Benchmarks* stresses the nature of science, the doing of science, and scientific thinking instead of the memorization of lots of science facts," she notes.

Benchmarks also addresses what Sharp terms "a lack of continuity between what elementary, middle, and high schools teach." Its K-12 focus, Sharp says, is "where *Benchmarks* gets its real power."

Sharp has already used the new guidelines in her classroom. "The students in my K-3 classroom are going to write a book about what young children should know about their bodies," she explains. "I'm using some of the benchmarks to help me determine what to teach and how to measure what students learn."

Benchmarks will ultimately have an impact on thousands of classrooms and millions of students. Michigan, Maryland, and California are already using it to modify state guidelines for all science teaching, AAAS's Roseman reports.

Other states have begun to follow, using *Benchmarks* and the widely acclaimed math standards released a few years ago by the National Council of Teachers of Mathematics to develop state education guidelines. And other groups—including many, like AAAS, partially funded with federal dollars—plan to release their own standards.

States interested in setting standards—and Roseman says 28 states now have Department of Education grants to rethink their curriculum goals—may soon be able to select from plans developed by different professional groups.

An NEA-backed bill now before Congress—Goals 2000: Educate America Act—would create a panel to certify standards adopted by the states. This panel would "assure . . . people that the standards were good, like a Good Housekeeping Seal of approval," a spokesperson for the National Education Goals Panel recently told the *Washington Post*.

In the meantime, Roseman suggests that teachers treat *Benchmarks*' goals "as hypotheses. Try them, record what you find, then provide us with feedback." An appropriate use of the scientific method, wouldn't you say?

—Stefanie Weiss

For information on how to order copies of *Benchmarks for Science Literacy*, contact Oxford University Press, 200 Madison Ave., New York, NY 10016, 800/451-7556. Send all comments on the document and suggestions for changes to Project 2061, American Association for the Advancement of Science, 1333 H St., N.W., Washington DC 20005.

An Excerpt from *Benchmarks*

What does a "benchmark" look like? Here's an example from "The Living Environment," one of 12 content chapters in *Benchmarks for Science Literacy*. The specific topic here: "Interdependence of Life."

By the end of the 2nd grade, students should know that:

➤Animals eat plants or other animals for food and may also use plants (or even other animals) for shelter and nesting.

➤Living things are found almost everywhere in the world. There are somewhat different kinds in different places.

By the end of the 5th grade, students should know that:

➤For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

➤Insects and various other organisms depend on dead plant and animal material for food.

➤Organisms interact with one another in various ways besides providing food. Many plants depend on animals for carrying their pollen to other plants or for dispersing their seeds.

➤Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

➤Most microorganisms do not cause disease, and many are beneficial.

By the end of the 8th grade, students should know that:

➤In all environments—freshwater, marine, forest, desert, grassland, mountain, and others—organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. In any particular environment, the growth and survival of organisms depend on the physical conditions.

➤Two types of organisms may interact with one another in several ways: They may be in a producer/consumer, predator/prey, or parasite/host relationship. Or one organism may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could survive without the other.

By the end of the 12th grade, students should know that:

➤Ecosystems can be reasonably stable over hundreds of thousands of years. As any population of organisms grows, it is held in check by one or more environmental factors: depletion of food or nesting sites, increased loss to increased numbers of predators, or parasites. If a disaster such as flood or fire occurs, the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one.

➤Like many complex systems, ecosystems tend to have cyclic fluctuations around a state of rough equilibrium. In the long run, however, ecosystems always change when climate changes or when one or more new species appear as a result of migration or local evolution.

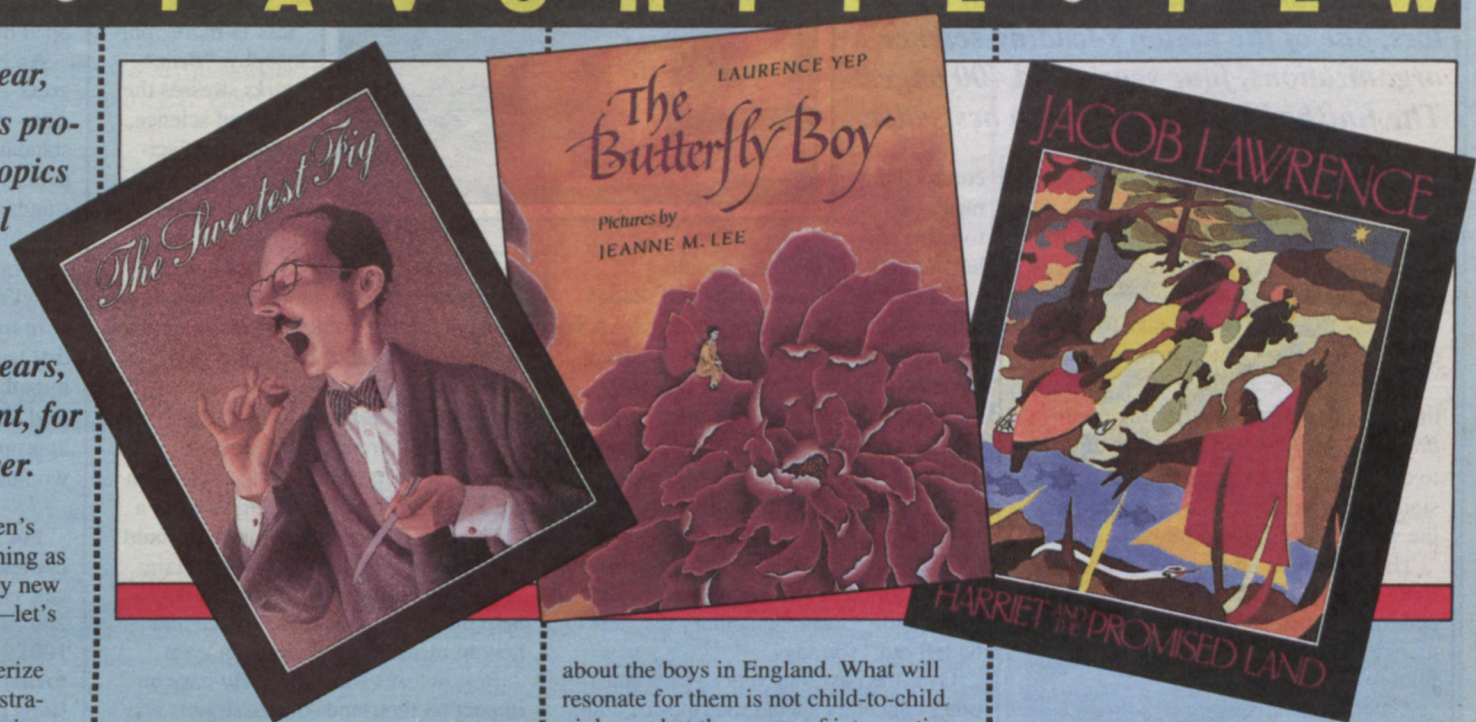
➤Human beings are part of the earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems.

OLD MASTERS

Kids' Books

OUR • FAVORITE • FEW

As the holidays draw near, children's picture books proliferate. The tone and topics vary. There are fanciful books. Books about real-life and real problems. As in other years, a potpourri of enjoyment, for the giver and the receiver.



This holiday season children's picture books are as stunning as ever, marked especially by new classics from the usual suspects—let's call them the Old Masters.

However you want to characterize them, the authors and author-illustrators who've had successful books in recent years are back again with more winners.

We Are All in the Dumps with Jack and Guy
By Maurice Sendak
HarperCollins. 56 pp. $20.

Old masters, new twists. But not always with the usual approaches. Maurice Sendak's *We're All in the Dumps* (based on two Mother Goose tales) is an exercise in current events. In a neighborhood where homeless people cover themselves with newspapers, two older boys rescue an abandoned toddler threatened by rats.

"We'll bring him up as other folk do," the boys say. But this after one of them has suggested: "Come on, let's knock him on the head." I think of the two boys on trial in England for murdering a younger boy and am relieved that Sendak's Jack and Guy took the civilized route. But I wonder, how near a thing was it?

Of course, the three- to-six- year-olds who will be—and should be—given *We're All in the Dumps* won't know about the boys in England. What will resonate for them is not child-to-child violence, but the power of intervention (from a supernatural and beneficent white cat as well as Jack and Guy) to provide a homeless baby—and a whole cartload of kitties—with homes to go to. Don't be afraid to give it.

The Sweetest Fig
By Chris Van Allsburg
Houghton Mifflin. 28 pp. $17.95.

The Sweetest Fig is Chris Van Allsburg's story about a nasty Parisian dentist, M. Bibot. Familiar motifs—the white dog, a ship—appear in the sepia-toned drawings. In fact, the white dog is—I think I can say this without giving away the plot—not merely a motif, but every bit the equal of the obnoxious Bibot. Kids will like Van Allsburg's take on the old warning: "Be careful what you wish for: you might get it."

Sendak's We Are All in the Dumps with Jack and Guy

Ship
By David Macaulay
Houghton Mifflin. 96 pp. $19.95.

In *Ship,* David Macaulay once again is teaching—his subject this time, marine archaeology. Half the book has Macaulay's familiar black-and-white drawings showing a team of divers uncovering a 16th-century Spanish shipwreck.

The second half—done in color—is based on documents (they're fictional) discovered in an archive in Spain. Full-color paintings track the brief history of the ship, from its construction to its sinking in a bad storm.

Anyone—adult or child—who wants to know exactly what it's like to do underwater archaeology, or who can't resist an odd-shaped book with neat, architectural-type drawings on white, blue, and cream paper, will covet *Ship.*

Dogteam
By Gary Paulsen
Illustrated by Ruth Wright Paulsen
Delacorte Press. 32 pp. $15.95.

I think of Gary Paulsen as a writer of young adult fiction. But this time out he's teamed up with painter Ruth Wright Paulsen to present a subject they both know a great deal about: sled dogs. Gary Paulsen has twice raced in the Iditarod, the 1,180-mile dogsled race across Alaska, and Ruth Wright

NEW TWISTS

Paulsen manages a kennel and helps train dogs for the race.

Which is why his text ("Some small songs of excitement when the harnesses are put on because they want to run, breathe to run, live to run . . . ") and her mostly two-page paintings do such a good job at evoking a night-time sled run.

What could be more effective than two-page spreads for showing a seven-dog team twist and turn through a cold Arctic night?

A Small Tall Tale from the Far Far North
By Peter Sis
Knopf. 30 pp. $15.

Oddly, the Arctic is the setting for another of this year's picture books: Peter Sis's *A Small Tall Tale from the Far Far North.* The Czech-born author-artist tells the story of a Paul Bunyanesque figure from his own childhood books, a Moravian named Jan Welzl who trekked to Siberia and Alaska about a century ago.

Sis tells the story in nearly 50 illustrations, the brief text functioning primarily as captions.

The illustrations range from dramatic two-page spreads to tiny pictures made with rubber stamps, which move the story forward in the manner of a comic strip, and make the book especially satisfying for readers who like to peruse tiny details.

Harriet and the Promised Land
Text and illustrations by Jacob Lawrence
Simon and Schuster. 28 pp. $15.

To stay with the Frozen North theme one book longer, one of the memorable scenes in Jacob Lawrence's *Harriet and the Promised Land* is his painting of Harriet Tubman, the book's subject, leading slaves to freedom—"cross the snow toward 'The Promised Land.' "

The flat, bright, hunched-over figures follow the North Star across two pages of white snow. Unforgettable.

Lawrence, who is one of the nation's major painters, has produced text in rap-like cadences that tells the Tubman story as he remembers learning it from his teachers.

The Butterfly Boy
By Laurence Yep
Pictures by Jeanne M. Lee
Farrar Straus Giroux. 28 pp. $16.

Now for the two books with red flowers on the cover. *The Butterfly Boy* is Laurence Yep's retelling of an old Chinese story about "a boy who dreamed he was a butterfly, and as a butterfly, he always dreamed he was a boy."

Jeanne Lee's illustrations show how the boy-as-butterfly saw beauty where others didn't see it—in the scum on water, for instance—and saw patterns from nature where others might have seen the trappings of power.

'Nancy Drew' Is Alive and Well In Toledo, Ohio

Diane Hires

Mildred Wirt Benson (at right), who wrote 23 of the original Nancy Drew books, is still writing. Her audience today: the readers of her weekly column "On the Go" in the *Toledo Blade.*

What's your column about?
I beam it toward senior citizens, though I cover a range of ages. It's sort of a projection of the Nancy Drew idea that you can do anything if you set your mind to it—regardless of age or disability.

Was Nancy Drew you?
I never verbalized the idea. At the time I was writing, girls didn't have privileges—going to summer camp was about all. I didn't like that. To me it was second nature to want to do athletics and have a career. I've been a journalist for 49 years.

Did you drive a roadster?
I drove the family car in the country from the time I was 12; they didn't require a license then. I don't remember if I ever drove a roadster.

Would you have been free as a teenager to go to lunch on your own at "The Lilac Inn?"
No, that was a projection of my desires into the future. Nancy Drew was a mythical person. There weren't any girls who resembled her. She was perfect, always successful. I wanted girls to identify with her.

If you were writing today, what would Nancy be like?
I couldn't say. I don't venture into hypotheticals, I wait till a situation develops.

Are your versions of Nancy Drew books in print?
Only three, from Applewood [distributed by Globe-Pequot]. The rest were rewritten.

—N.R.N.

Flowers
A First Discovery Book
Scholastic. 24 pp. $11.95.

Flowers is one of Scholastic's First Discovery series, adapted from a French series for young children.

These are books that use see-through plastic overlays to show growth and relationships in nature and history.

For example, in *Flowers* an overlay superimposed on the green leaves of a strawberry plant shows the plant in bloom.

Turn the overlay page and the same plant now has berries where the flowers were.

The books are small, just right for young page turners.

Niki's Little Donkey
By Coby Hol
North-South Books. 24 pp. $14.95.

Finally, another import, this one from the Netherlands. Coby Hol's simple story—translated into English—is set in Greece.

It's about a small girl who works to earn money so she can buy the newborn donkey her father would otherwise be obliged to sell.

The illustrations are done with torn paper, a technique that is certainly harder than it looks. But why not encourage children to try it on their own?

And that's it. One more memorable year for children's picture books. Enjoy selecting these and others for kids in your family or classroom.

Now, if you're—unaccountably—looking for some work-related reading over the holidays, check out our minireviews of seven education books on page 26.

Plus, on that same page, is the latest list of bestselling titles from the NEA Professional Library.

—Nancy R. Needham
Book Review Editor

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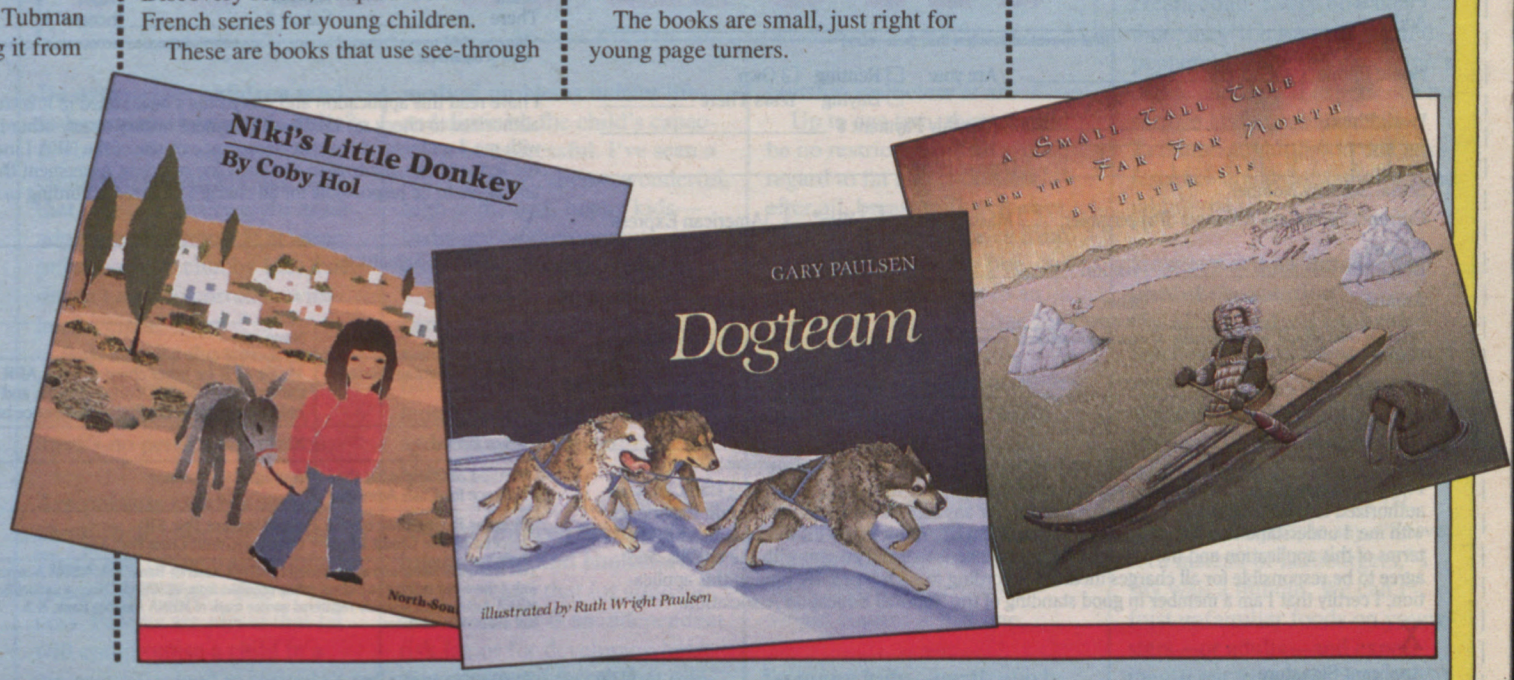

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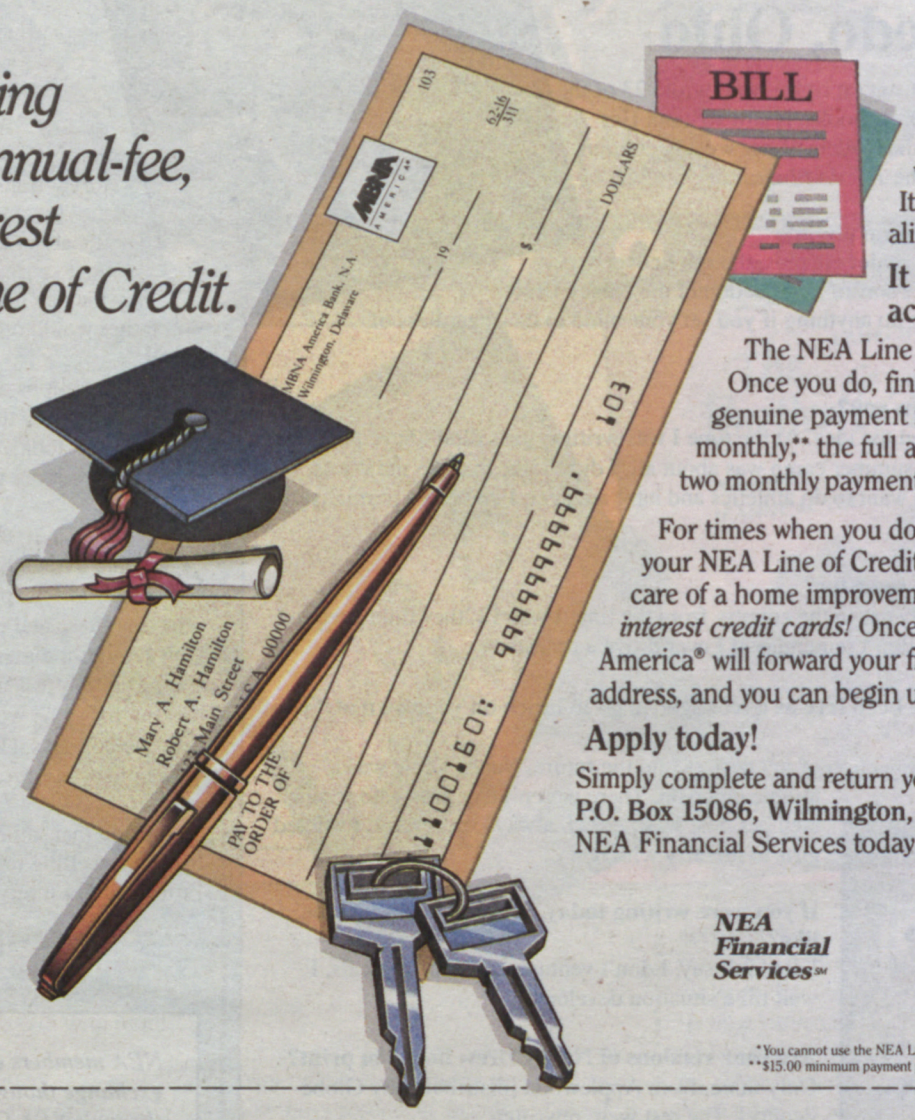

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Work Phone ( ) _____ Monthly Payment $ _____

Social Security Number _____ Date of Birth _____

Current Credit Card Accounts (if applicable): ☐ MasterCard® ☐ Visa® ☐ American Express®

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*Alimony, child support, spousal income, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.

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Applicant Signature Date

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If you wish additional checks issued to a co-applicant or an authorized user over 18 years of age, complete the information below.

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First M.I. Last

Relationship _____ Social Security Number _____

Work Phone ( ) _____ Employer _____ Position _____

Years There _____ Annual Salary $ _____ Other Income*$ _____ Source _____

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12/93

Health

Informati *tudents learn*

Dr. Ronald Kleinman is chief of the pediatric gastroenterology and nutrition unit at Massachusetts General Hospital and an associate professor of pediatrics at Harvard Medical School.

TODAY'S KIDS NO WORSE FOR WEIGHT

Are today's kids too fat?
Childhood obesity is a problem, but I don't see it as a major health problem in the United States today. Ten to 20 percent of American children could lead a healthier lifestyle and be leaner.

Are kids today fatter than they used to be?
There are more of the heaviest kids today than there used to be. And today's kids are bigger than kids used to be. But, overall, are children fatter than they used to be? I think they're probably not.

How do you define overweight?
Having an excessive amount of body fat—that's the best definition. But there are other ways to define it—having an excessive amount of weight for your height, or having a weight that doesn't permit you to be functional, or having an amount of weight that creates health problems. These are all legitimate definitions.

If a child is 120 percent or greater of ideal body weight for his or her height, that child is obese. Shy of that, we should be somewhat cautious about calling a child obese. Many children are simply large for their age, or have a lot of lean body mass, or are going through an appropriate developmental stage.

What causes obesity in children?
Genetics is a major influence. The two other big factors are intake and output. It's undoubtedly a combination of the two—excessive intake and diminished exercise—that causes most childhood weight problems.

When and how should childhood obesity be treated?
If a child's weight is more than 120 percent of the ideal body weight and interferes with the child's functioning, it should be treated. *How* is a much more difficult question. The usual approach is behavior modification, exercise, and diet, but this requires the coordination of several health professionals and the entire family.

Do overweight children tend to become overweight adults?
If you're overweight as a baby, child, and adolescent, the odds that you'll be overweight as an adult are enormous. If at some point you're a chubby kid, that doesn't tend to correlate with later weight.

But, despite the trend, *most* fat adults weren't fat children and vice versa. Remember, there's no perfect correlation.

Are parents overly concerned about their children's weight?
That's one of the more common issues I deal with—fear of fatness. Parents are afraid that fat will compromise a child in a major way or lead to serious medical problems in later life and diminish the child's capacity to be successful. I've seen a number of children—wonderful, high-achieving, happy kids—badgered by their parents, generally for unfounded reasons.

We need to communicate to parents that a somewhat overweight child basically doesn't have any more medical problems than other kids the same age. Over the long term, these kids do quite well.

Should children limit their intake of fat and cholesterol?
It's very clear that for adults a diet rich in fat is an independent risk factor for developing heart disease. In childhood, that relationship isn't clear at all.

Up to age two, there should be no restrictions at all with regard to fat and cholesterol—after all, breast milk gets over 50 percent of its calories from fat. From ages two to five, children should transition to an adult-style diet. And after age five, children, like adults, should limit fat to about 30 percent of overall caloric intake.

What's the role of exercise in maintaining weight?
Children should get as much exercise as possible. There are many benefits to exercise—weight control is just one.

So many kids—particularly adolescent girls—are preoccupied with body image. How should adults respond?
Adults need to be aware that adolescents, particularly girls, are subject to intense pressures to conform to some ideal. Adults also need to be aware that adolescents go through changes in body shape that are normal. Girls tend to become a bit fatter just before they go through their adolescent growth spurts and begin to round out. Boys, similarly, tend to get chubby between the ages of 9 to 11. But then, as they shoot up, they often look quite lean.

When should adults worry?
Children generally shouldn't be losing weight. So when we see children and adolescents who are losing weight and exhibiting behavior changes outside the normal variation for adolescents (and it takes some experience to get a sense of what is standard behavior at that age), that's when we need to be concerned.

In particular, when children are losing weight and seem isolated and very frustrated that they're not meeting their goals, it's time for a talk with parents, the school nurse, or school counselor. The next step is a medical evaluation.

How should adults encourage good eating habits?
Parents should *macro*manage. Pay some attention to what your children are eating and, in broad strokes, try to influence them to eat a leaner diet. Offer a variety of snack foods—fruits, vegetables, popcorn. Vary dinners, include fish and vegetable meals, and serve low-fat milk.

But don't limit the amount of milk, and let them have an ice cream cone. Every now and then, they'll have sausage and pepperoni and extra cheese on a pizza, and they'll experience no serious health consequences. Remember, childhood and adolescence are about sampling and taking risks.

How can school lunches be part of the solution?
I'm all for making school lunches lower in fat as long as those lower-fat choices are appealing to the children and as long as the portion sizes are large enough to make up for the calories lost by reducing fat. When I hear people say, "Serve tofu instead of hamburgers," I say wait a minute. We can't foist unfamiliar foods on youngsters—or adults—and expect they'll eat them and be thankful.

RESEARCH CLUES

Literacy Report Makes Front Page

Among the plethora of education reports emanating from the federal government, few got more press and public attention than one called *Adult Literacy in America*, a report from the Department of Education.

Why all the media play? The study concludes that an astounding 47 percent of American adults have trouble with basic literacy tasks, that is, understanding and communicating on a basic level.

Researchers who conducted the study defined literate adults as those who can use "printed and written information to function in society, to achieve one's [their] goals, and to develop one's [their] knowledge and potential."

The survey rated people on a scale of 1-5 in three categories: prose, document, and quantitative literacy. Tasks ranged from signing their names in the correct spot on a blank Social Security card to reading bus schedules to analyzing news articles.

As you might expect, levels of education and literacy were closely tied. Two-thirds of those who scored in the lowest level didn't finish high school.

Parents' education level affected individuals' literacy skills. For example, the average score on the prose section for high school graduates whose parents had 0-8 years of education was 255; if the parents had some high school education, 267; if they had graduated, 275; and if they had a four-year degree, 286 out of 500.

But the study is quick to point out that a person's own educational achievement is a much greater factor in his or her level of literacy. For example, students who dropped out of high school and whose parents spent 0-8 years in school scored 218 on the prose section; those who graduated from high school, 255; and those who completed college, 296.

If more education produced higher literacy, what does that, in turn, produce? Those with higher literacy levels reported higher incomes and were more likely to vote and read the newspaper. Those with lower literacy levels were more likely to live in poverty, work fewer hours in a year, and fail to draw interest on a bank account.

Tough Transition

The transition between eighth grade and tenth grade is often a rocky road for students, according to a report from the National Center for Education Statistics (NCES).

Typically, students experience difficulties that lead to their dropping out or transferring to a different school (Catholic to public, say).

According to the NCES report: "For most students, the move between eighth and tenth grade involves a change of schools and exposure to new educational settings—new teachers, new curriculum, and many new schoolmates." Such changes may result in problems with student learning and personal development.

The changes were minimal for public school students, with 98 percent of them remaining in public schools. On the other hand, more than one-third of Catholic school eighth graders transferred to public schools, and over 25 percent of National Association of Independent Schools (NAIS) students transferred to public or other private schools.

Some 6 percent of all eighth graders—primarily public school students—were classified as dropouts by their senior year.

The study cited a significant difference in dropout rates among whites and ethnic minorities. The dropout rate for whites was 4.9 percent compared to 10 percent for Blacks and 9.3 percent for Hispanics.

The data in the report came from a study that began in 1988 with a sample of nearly 25,000 eighth graders.

Fifth Grade and Out

This might surprise you. The U.S. is considered only "average" when it comes to the percentage of children reaching the fifth grade.

In the U.S., 96 percent of children finished four years of primary school. But, we have a lot of company at that average, according to *The Progress of Nations*, a recent UNICEF publication. Among the industrialized nations, the United States is tied with Canada, Ireland, and Poland. Above us are Australia, Finland, Japan, and Sweden with 100 percent completion.

Blame the Messenger

Don't believe what you read about the declining reading skills of American youth, says State University of New York/Buffalo professor Michael Kibby. It's not that the kids' scores on such measures as the National Assessment of Educational Progress have tailed off, says Kibby, it's that the media have misinterpreted these scores.

Writing in the September issue of the *Journal of Reading*, Kibby challenges the media reporting that reading scores are generally declining. Instead, says Kibby, "all data available for contrasting past and present reading abilities display no downward spiral of reading test scores."

Kibby says reporting the decline in reading has lead to a "a series of quick-fix panaceas like competency testing, back to basics, criterion tests for grade promotion, and national testing programs."

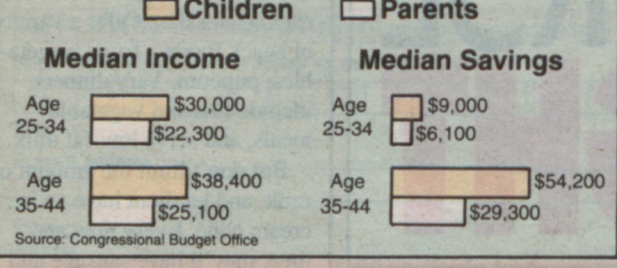
What's worse, says Kibby, is that all the attention focused on reporting reading declines has shifted attention away from some of the *real* issues.

One of those issues, Kibby contends, is that less than half of 17-year-olds are adept or advanced readers. The danger is that some postsecondary education and training programs may be too difficult for high school graduates.

DATA BANK

Better Off

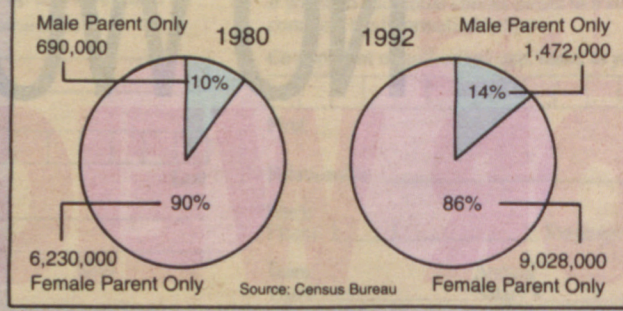
Baby Boomers with a good education are in better financial shape than their parents were at the same age.



Source: Congressional Budget Office

Single-Parent Families

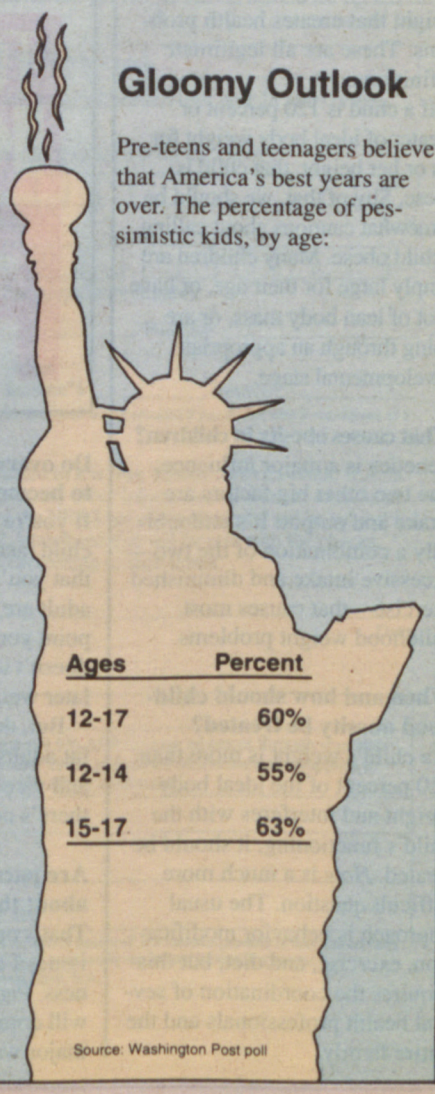
Men head many single-parent families.



Source: Census Bureau

Gloomy Outlook

Pre-teens and teenagers believe that America's best years are over. The percentage of pessimistic kids, by age:



Ages	Percent
12-17	60%
12-14	55%
15-17	63%

Source: Washington Post poll

Who Should Care About Health Care?

A recent poll about health care asked about the government's role and the role of the private sector.

When asked whether government should make companies provide health care for all their workers, people responded this way:

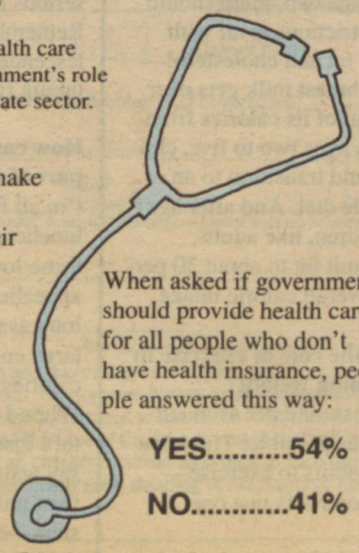
YES.....65%

NO.....27%

When asked if government should provide health care for all people who don't have health insurance, people answered this way:

YES.....54%

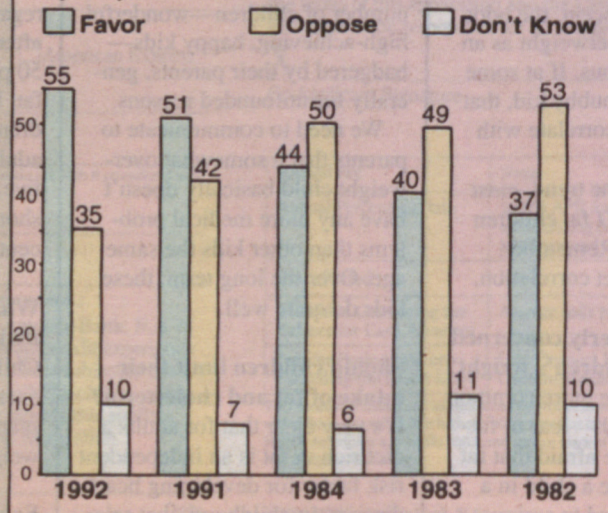
NO.....41%



Source: *New York Times*/CBS New Poll

Give 'Em More

A majority of people now favor extending the school day and year.



Source: Phi Delta Kappa/Gallup Polls

Innovation

How NEA members are changing the way schools work

Professor Tom Bird, Holt High social studies teacher Peter Kressler, right, and students work together on the goal of improving instruction and student learning.

Holt High's Peter Kressler says teaching involves more than being in the classroom.

The St. Elsewhere of Public Schools

Modeled after a teaching hospital, Holt High School is a center for state-of-the-art teaching, educational research, teacher training, and cross-fertilization between the university and the classroom.

In a good teaching hospital doctors and medical school professors collaborate to teach medical students and conduct medical research. New doctors get their feet wet—in carefully supervised conditions. And patients get great care.

The education profession has adopted the concept in the last few years. At last, in a few schools nationwide, educators have turned concept into reality.

Holt High School, located just south of Lansing, Michigan, is an example of this new breed of schools, one of 26 "professional development schools" in Michigan. Its success is based on the joint efforts of the Holt Education Association, Michigan State University, and a business-university collaboration called the Michigan Partnership for New Education.

Four years ago, with funding and assistance from the Michigan Partnership, MSU faculty and Holt teachers began collaborating to reform everything from pre-service teacher training to the application of the latest research on teaching practice.

The result of that collaboration: both MSU professors and Holt teachers teach high school subjects. Both teach education courses to MSU students. Both conduct research studies on topics such as student learning styles. And both work with new teachers to bring them gently and effectively into the profession.

The advantages of this collaborative system are both obvious and subtle.

➤ *Education students get better training.* Instead of a 10- to 15-week "sink-or-swim" experience for student teachers, MSU students begin observing instruction in their junior and senior years and end up as "interns," teaching four hours a day during a fifth year of college.

Their professors are both MSU and Holt faculty, giving the teachers-to-be the benefit of practicing teachers' experience. "Some university professors wind up teaching classroom techniques for grade level or subject matter specialties they never taught," Chapman observes. "And some of these professors may never have had experience working with the heterogeneous populations that student teachers will face."

"Teacher training here is more realistic in relation to what students will experience when they enter the workforce," says HEA Vice President and life skills and health teacher Penelope Chapman. "Education students have the time to see what works and what doesn't—and to develop confidence."

➤ *Practicing teachers have the opportunity to mold their profession—and change their own jobs.* "We're the ones who are going to have to train new teachers and work with them, so we should have a say in how that training takes place," says Peter Kressler, social studies teacher and HEA chief negotiator. "And if we're to eliminate the bum rap that teachers get as a profession, we should work to eliminate incompetence at the beginning."

Beyond putting their imprint on the profession's future, "professional development schools are helping us redefine the role of the teacher today," Kressler says. "A teacher doesn't always have to be conducting a class to be doing the work of a teacher," he says. "We might be doing research, redesigning curriculum, or collaborating with other staff."

To make time for their new roles, Holt teachers get "reassigned" time to carry out the planning and research that will make them better teachers. "Co-teachers" from MSU, usually graduates who've completed their degrees or requirements for provisional teacher certification, teach as many as 20 hours per week in classes at Holt High School to provide reassigned time.

In addition, Holt teachers get a big chunk of time Wednesday mornings (from 7:30 a.m. to 11:30 a.m.) to do collaborative planning in the various discipline areas such as science, social studies, and in such areas as education research, school organization, and community advocacy. To make up the instructional time, an extra five minutes is tacked on to each 55-minute period, extending the school day from 7:40 to 2:35.

One result of the Wednesday mornings off has been better attendance, notes Kressler. Parents have used the time to take students to the doctor or orthodontist—time that would otherwise have to come off the school day.

➤ *Students get a better education.* Sums up Holt High School's Kressler: "We find that many minds make better work. The multiple perspectives we get in planning and developing new teaching strategies and curriculum are helping our students become better thinkers and learners."

—Victoria Lytle

Only Innovators Need Apply

NEA members changing the way schools work have a new medium—*Teaching and Change*—the first professional journal by and for teacher practitioners. The quarterly journal, copublished by the NEA Professional Library and Corwin Press, provides a forum for teachers of all disciplines and grade levels.

The first (Fall, 1993) issue illustrates its scope and style. The authors: teachers of students of all ages and a student learning to teach. The common thread: research and reflection.

Teaching and Change is looking for teacher-innovators to write about the new approaches they are trying in the classroom, the school, or the district to effect a positive change. Contact: Karen Zauber, Editor, *Teaching and Change,* NEA-National Center for Innovation, 1201 16th St., N.W., Washington, DC 20036. 202/822-7785. FAX 202/822-7987.

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IDEA EXCHANGE

Using Storybooks To Teach Math

My second graders build their math skills through literature. Together, we read a storybook that contains a math problem, and together we find the solution.

Besides building real-life math skills, working cooperatively to find solutions also helps children become accustomed to talking about problems with others.

Vicky Glover Bailey
Chelsea Elementary School
Birmingham, Alabama

Family Homework, Family Fun

I've created a Read To Me Club for my kindergarteners. Each week, each student chooses a book to take home. Someone in the family then reads the book aloud.

I discuss the Club with parents during parent conferences and school open houses. Sharing these books with their families, I tell parents, helps the children develop a life-long delight in reading.

The Read To Me Club has a classroom component, too. Each day in class we read a couple of stories. At this age, it's important to capitalize on the youngsters' natural love for books.

Lisa Farabaugh
Ardmore Elementary School
Seabrook, Maryland

Parents Who Teach

Most parents want to help their kids but don't know how. The Parents in Learning Club I created shows them.

In the Club, parents who are experienced in helping students in my kindergarten class and in helping first graders in our school show other parents how to use instructional materials to help their kids succeed. The parents meet monthly in a special parent resource room.

Carolyn R. Smith
Perry Child Development Center
Ypsilanti, Michigan

Electronic Marvels

Last year I retired after 23 years of teaching at Holman Middle School, but I'm still involved in a summer enrichment activity called Female Electronic Marvels Computer Camps.

The camps, held at the school, prepare sixth, seventh, and eighth grade girls for success in math, science, and technology careers by exposing them to role models in those fields. It also gets them excited about math and science.

Among last summer's 17 guest speakers were doctors, veterinarians, and stock brokers. The students had a chance to ask the guests questions and talk to them informally. By getting first-hand information on careers in math and science, the girls set high career goals for themselves and raised their self-esteem.

Jayne Kasten
Director, School-Business Partnerships
St. Ann, Missouri

Multicultural Space

My eighth grade interdisciplinary program, called the Monroe Space Academy, introduces students to space science from a multicultural perspective.

Besides learning to operate a computer flight simulator program, the kids read biographies of Black World War II aviators and other materials about star lore and mythology from different cultural perspectives.

They eventually go into primary classrooms in neighboring schools where, with portable planetariums and a simulated campfire, they share the stories with younger children.

This year, to boost self-esteem, I asked at-risk students to come to school three days early for preinstruction in the flight simulator program. They then helped the other kids learn the program, achieving new classroom status in the process.

Sam Miller
Monroe Middle School
Eugene, Oregon

This month, recipients of Teacher TV *minigrants have written about the ideas that made them winners. If you have an idea that you'd like to submit to this column, write to Idea Exchange,* NEA Today, *1201 16th St., N.W., Washington, DC 20036. Be sure to include the name of your local Association and school, the subject or grade you teach, and your school and home phone numbers. Pictures are welcome.*

Or you can use the new NEA Online to pass along your tips. See page 30.

TRENDS

Not So Warm Welcome

The federal government has largely turned a deaf ear to the needs of immigrants, since most states aren't affected by them. Consequently, public schools are having a difficult time educating immigrant children, according to a recent study by the Rand Corporation.

The study notes that immigrants make their homes primarily in five states: California, New York, Florida, Texas, and Illinois. "Because the costs and potential benefits from immigration fall overwhelmingly on a few states and local districts, most notably in California, the rest of the country has little incentive to concern itself with the education of immigrants," write the study's authors.

The study focuses on immigrant education since the 1980s, reviewing information from teachers and principals at 57 schools in nine school districts.

It also notes that the job of educating immigrants is stymied by budget shortfalls as well as the lack of bilingual teachers and foreign-language textbooks and materials.

Poverty Rate Climbs

The number of Americans living in poverty has reached the highest level in 30 years, according to Census Bureau data.

The 1992 study shows that 36.9 million, or 14.5 percent of the population,

live below the official poverty line cutoff of $14,335.

All told, the number of poor Americans rose by 3.3 percent last year while the total population increased by 1.1 percent. What's more, the number of Americans who lack health insurance increased by two million between 1991 and 1992, reaching a total of 37.4 million.

Economists cite unemployment, rising inequality in wages, the increasing number of households headed by women, and the nation's slow economic recovery as key reasons for the increase in poverty.

Technology Links Home to School

The distance between home and school is shorter than ever, thanks to a host of technologies that link parents with education workplaces.

One device, a tiny French-made video monitor called Minitel, gives parents access to their kids' homework assignments and other information.

In a six-month-old pilot project, parents, teachers, and staff at James McKee and Hazelwood Schools in Campbell, California, have had the use of free Minitels to confer by electronic mail, check attendance, and even see lunch menus.

What's good about Minitel? It's a time and paper saver.

What's not to like? Students complain it's an invasion of privacy.

U.S. Kids: C- in Health

America's efforts to keep kids and teens mentally and physically healthy rank below average, according to a report by the American Health Foundation. "Needs work" is the way the non-profit foundation describes the health condition of U.S. youngsters.

Health improvements are needed to reverse excessive calorie consumption, alcohol abuse, and lack of physical activity, says the report. Other problems cited are the more than 4,000 kids annually who are homicide victims and the 3.5 million kids under age five who are believed to have blood lead levels requiring medical attention.

Dr. Ernest Wynder, president of the American Health Foundation, notes that unlike older people who have significant lobbying potential, students can't vote. The answer, says Wynder, is to set up comprehensive school-based health education programs.

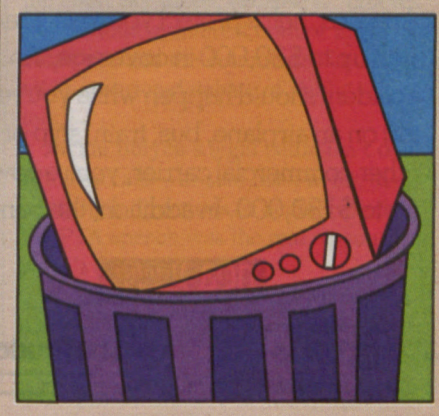
Less Tube Time, More Type Time

Increasingly, the electronic babysitter that kids turn to is the computer, *not* the television set.

According to a study by Fuji Photo Film U.S.A. Inc., more than one-third of parents with children ages 6-17 say their kids are watching less TV thanks to having a computer in their home.

Almost all respondents (91 percent) believe that time spent on the computer enhances fundamental skills such as reading, writing, and arithmetic as well as eye/hand coordination and analytical problem-solving and reasoning ability.

Fully 63 percent of the respondents mentioned computer games as the activity that draws kids to the computer. More than half, however, noted that their children are also doing homework assignments on home computers.



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LEGAL TIMES

NEA MEMBER WINS RIGHT TO TAKE A STAND

Jackie Belyeu was angry when she found out that her daughter's school didn't celebrate Black History Month. So she went to the next PTA meeting and complained to the school principal. Little did she know that her complaint would cost her her job.

NEA member Jackie Belyeu had been a teacher's aide in the Coosa County, Alabama, school system since 1988, and—by all accounts—had done a good job. She worked with disabled students at Rockford Elementary School.

A life-long resident of Coosa County, Belyeu also had three children enrolled in the public school system there, and her husband worked at Central High School, the same school her daughter attended.

The 1989-90 school year was David Touart's first as the principal of Central High. Although the school had sponsored a formal Black History Month celebration in February 1989, Touart decided to do something different for 1990. He arranged to make two buses available to take students to a ceremony at a school some 20 miles away.

But Touart made participation in the outing purely optional and decided that, because of limited transportation, only juniors and seniors could attend. As a result, only two white students chose to go.

Belyeu was upset when she found out that Central High was not going to sponsor a formal, on-campus celebration for all students, and she decided to go to the next Central High PTA meeting and speak her mind.

Touart chaired the PTA meeting, and, during the question and answer period, Belyeu voiced her concerns.

She told Touart that she was "bothered" by the lack of a formal celebration of Black History Month for all students at Central High. She noted that the school's textbooks emphasize the contributions of whites, and she said it was important that both black and white students be exposed to the "contributions of African-Americans in America's and Alabama's development."

As she put it: "Columbus is just as important to me as Martin Luther King, but I think that we should know a little about both."

Belyeu's comments stirred other parents at the meeting to speak up as well. One urged that the study of Black heritage "should be a part of your curriculum."

Another parent told Touart: "You are our leader, and we want our kids to know as much about us as they do about the people that came over here and started America. That's all we are asking."

The principal responded that Belyeu's complaint "was a point well-taken" and that he recognized that "there needed to be a Black history program" at Central High.

But Belyeu's comments had actually made Touart angry and upset. Immediately following the PTA meeting, he hauled her into his office and read her the riot act.

According to Belyeu's court testimony, Touart informed her that she was not to "discuss anything" at "any PTA meeting from now on … unless [she] tell[s] him what [she is] going to discuss first." He cautioned her to "get things approved" before "speak[ing] out publicly."

Touart called Belyeu "radical and controversial" and said that, as an employee of the school system, she "did not have the right … [to] speak out" like that. He added that if she had a concern, she could send her husband to talk to him about it.

The next day, Touart called the school superintendent and reported Beyleu's PTA speech. Belyeu's own principal even heard about the incident and warned her, "Mrs. Belyeu, some things you just can't do."

Belyeu worked for the remainder of the year. The following year, every teacher's aide in the Coosa County school system who sought reemployment for 1990-91 was rehired—except for Jackie Belyeu. In fact, the system even hired eight or nine additional teacher's aides.

> "Columbus is just as important to me as Martin Luther King, but I think that we should know a little about both."
>
> —*Jackie Belyeu,* teacher's aide

So Belyeu sued. With funding from NEA and the Alabama Education Association, she filed a lawsuit in federal court claiming that the school district's failure to rehire her was an act of retaliation for her PTA speech and therefore violated her rights under the First Amendment.

The school defendants, of course, denied that Belyeu's speech was the reason she wasn't rehired. But they also argued that, even if that were the reason, it would not violate the First Amendment because her PTA speech was not constitutionally protected.

The case was heard by U.S. District Court Judge W. Harold Albritton, III, who had been appointed to the bench by then-President Bush only five months earlier.

Albritton dismissed the case without deciding whether Belyeu's PTA speech was the reason that she wasn't rehired. Instead, the judge agreed with the defendants that the speech was "not entitled to First Amendment protection" and could be used by the defendants as a "legitimate" and legal reason for not rehiring her.

The judge gave two reasons for his decision. First, he said Belyeu's speech "had the potential to undermine the delicately balanced racial atmosphere that existed at Central High."

Second, Albritton concluded, "Expecting Belyeu to first address privately with the principal her concerns about the lack of a Black History Month program at Central is not unreasonable or burdensome."

Belyeu appealed, and last August, a three-judge panel of the U.S. Court of Appeals for the Eleventh Circuit unanimously reversed Albritton's decision, holding that Belyeu's speech at the PTA rally was entitled to First Amendment protection.

First, the court emphasized that public school employees have the right under the First Amendment "to make their thoughts public and put them before the community," except where that speech will interfere with the operation of the schools.

Here, the court noted, "Belyeu's remarks did not disrupt the School System's function by enhancing racial division, nor, based on the nature or context of her remarks, was her speech likely to do so."

Declaring that the "free speech clause [of the First Amendment] is intended to remove governmental restraints from the arena of public discussion," the Court of Appeals also soundly rejected the district court's conclusion that a school system can require an employee "to consult privately with her employer" before speaking out on a matter of public concern.

Such a requirement is unconstitutional, the court explained, because it "ignores the substantial interest both of the employee and the community in the open and unrestricted debate of public matters."

Jackie Belyeu's legal battle isn't over yet. The case was sent back to the district court with directions to decide whether her PTA speech was the real reason she wasn't rehired.

A decision isn't expected for several more months.

—Michael D. Simpson
NEA Office of General Counsel

People

Jim Decker

Bee Good

Kids don't always listen to what adults say about safety. But they might notice if the message came from a giant, friendly bee.

So 11 Clark County, Nevada, bus drivers, driver trainers, and safety patrol workers—along with three administrators and financial support from the Nevada State Education Association—created Buster Bee.

The mascot's message is "Bee Safe, Bee Smart, Bee Careful." Driver **Charlene Sanders** (in both pictures) and safety patrol worker **Theresa Hannigan** take turns wearing the Buster Bee costume to shopping malls, Head Start classes, and elementary schools.

It's hot inside the bee costume, notes Sanders, but events on the outside take her mind off the discomfort. "The kids inevitably touch the costume," she says, "and sometimes they get carried away. Once a child actually pulled off the stingers and wings."

On a more serious note, Sanders says the "creative approach to get our message across works. And a side benefit is that it's giving support workers visibility in the community."

Roe Hughes Has Got a Beef

Literally. An operations and maintenance worker at Northwest Alabama Community College and president of his local, **Roe Hughes** is a director of the Franklin County Cattlemen's Association. The organization's goal: to raise beef and promote its consumption.

As a third-generation cattle farmer, Hughes thinks nutrition gurus are wrong to recommend less beef consumption. And, with 132 head of cattle and 800 acres, he's not leaving their position unchallenged.

The Cattlemen's Association, in tandem with Auburn University and Mississippi State, is getting the latest research on the role of red meat in the diet. Plus, the group is studying the use of steroid-free grain and the breeding of lower-fat beef.

"We don't give any mind to these arguments," says Hughes. "Beef is needed to balance out the system." Hughes takes his own argument to heart by enjoying hearty steak dinners on a regular basis.

Rod Whited

Peace—Pass It On

The year 1993 is ending on a high note for watercolorist **Cheng-Khee Chee**, librarian and associate professor of art at the University of Minnesota-Duluth and member of the NEA.

Chee has just received a $10,000 prize for one of his watercolors—of *koi*, which is Japanese for carp. And a month ago, the 12 watercolors Chee painted for the prize-winning book *Old Turtle* (by Douglas Wood, Pfeifer-Hamilton, 1992, $17.95) began a national tour in Washington, D.C., with an exhibit in the Cannon House of Representatives Office Building.

The *Old Turtle* paintings are the first book illustrations done by Chee, who considers himself to be a practitioner of the fine arts. The difference between illustration and fine art, he says, is in whose message you send: the author's or your own.

"But I was moved by the spiritual message of Wood's book," Chee adds, "which is about brotherhood, the environment, and peace. It's the type of message I like to receive and pass on to other people."

Ken Moran

Driving Public Schools

Jeanne Johnson

Larry Lindsay, school bus driver and retired Marine in Spokane, Washington, is an unlikely candidate for president of an elementary school PTA: he has no kids. Yet Lindsay was elected president of the PTA at Browne Elementary School.

Lindsay is a long-time activist for teachers and students. While working as night custodian at Browne Elementary, he saw teachers trying to deal with large groups of youngsters who really needed individual attention. So on his mornings off, Lindsay listened to children read, providing the luxury of an adult's undivided attention. Each night, working in secret like the fictitious shoemaker's elf, he photocopied stacks of papers teachers needed duplicated, leaving copies—like magic—the next morning.

Says Lindsay, "People should go into the schools to see what's really happening. Teachers are dealing with kids who have problems that people wouldn't believe. If teachers just had the time to teach, they could do almost anything."

Civil Rights And Math

Getting people involved— that's Delaware math teacher **Barbara Houston's** m.o.

As a teacher, she invites parents, guardians, grandparents, siblings, and friends to family math nights at Talley Junior High in North Wilmington. Four nights a year, students have fun learning math concepts with their friends and families.

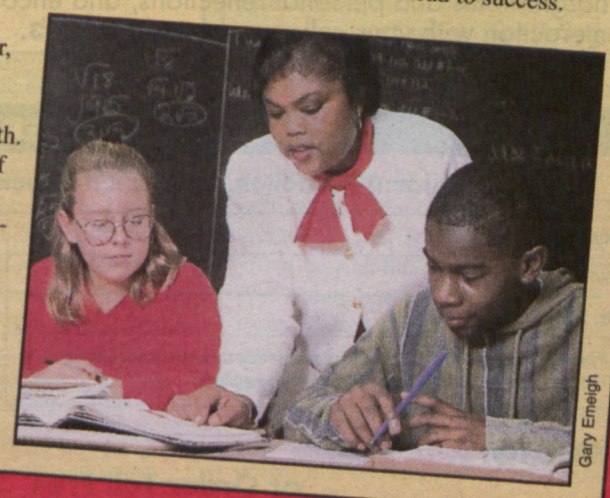
As a volunteer, she brings kids together to tutor each other in math.

And as chair of the Brandywine Education Association's Minority Action Committee, she recruits BEA members one at a time, urging them to become Association activists.

Over the past three years, she's brought dozens of minorities into Association life at the local, state, and national levels.

For all her efforts, the Delaware State Education Association recently honored Houston with its 1993 Human and Civil Rights Award.

"Success is a journey, not a destination," says Houston. "It takes time and a lot of hard work to reach your goals. Just don't forget, that rough road will lead to success."



Gary Emeigh

RESOURCES

Free Or Inexpensive

AUDIOVISUAL

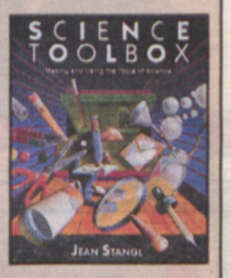
Great Videos for Kids: A Parent's Guide To Choosing the Best. Catherine Cella. The author, who reviews children's audio and videocasettes for *Billboard* magazine, presents the 450 highest quality "kidvids"—and puts them in categories like "Best Videos with Positive Black Roles." Citadel Press/Carol Publishing Group. 158 pp. $7.95. From booksellers or by mail order (add $1 and specify 4th class mail) from 800/447-BOOK.

SOCIAL STUDIES/SCIENCE

Global Change Information Packet. National Agricultural Library, U.S. Department of Agriculture. Includes reprints, bibliographies, and other information about global warming. Revised edition. Free. Send self-addressed mailing label to Reference Section, Room 111, National Agricultural Library, 10301 Baltimore Blvd., Beltsville, MD 20705-2351.

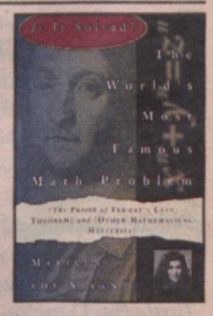
SCIENCE

Science Toolbox: Making and Using the Tools of Science. Jean Stangl. Gives directions for using everyday items like milk cartons to do 47 simple science experiments. 138 pp. $9.95. From booksellers or by mail order (add $3 p&h) from TAB/McGraw-Hill, Blue Ridge Summit, PA 17294-0850, 800/822-8158.



MATHEMATICS

The World's Most Famous Math Problem. Marilyn vos Savant. *Parade* magazine's brainy (IQ 288!) puzzle solver critiques solutions to Fermat's Last Theorem and other mathematical riddles. St. Martin's Press. 80 pp. $7.95 (paperback). From booksellers or by mail order (add $3 p&h) from 800/228-2131.



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NATIVE AMERICAN/RURAL ED

Native Education Directory, 1993 ed. **and** ***Rural Education Directory, 1993 ed.*** ERIC Clearinghouse on Rural Education and Small Schools. Both books identify organizations (including federal agencies) and resources in their fields. 60 pp. and 80 pp. $12 each. Send check or purchase order to ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325.

COOPERATIVE LEARNING

Cooperative Learning in the Elementary Classroom. Lawrence Lyman, Harvey Foyle, and Tara Azwell. Makes the connection between cooperative learning and whole language, critical thinking, portfolios, and diversity. 128 pp. $11.96 (discount for NEA members through January 15, 1994; regular price, $14.95.) Stock no. 3042-7-10-FF. NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200.

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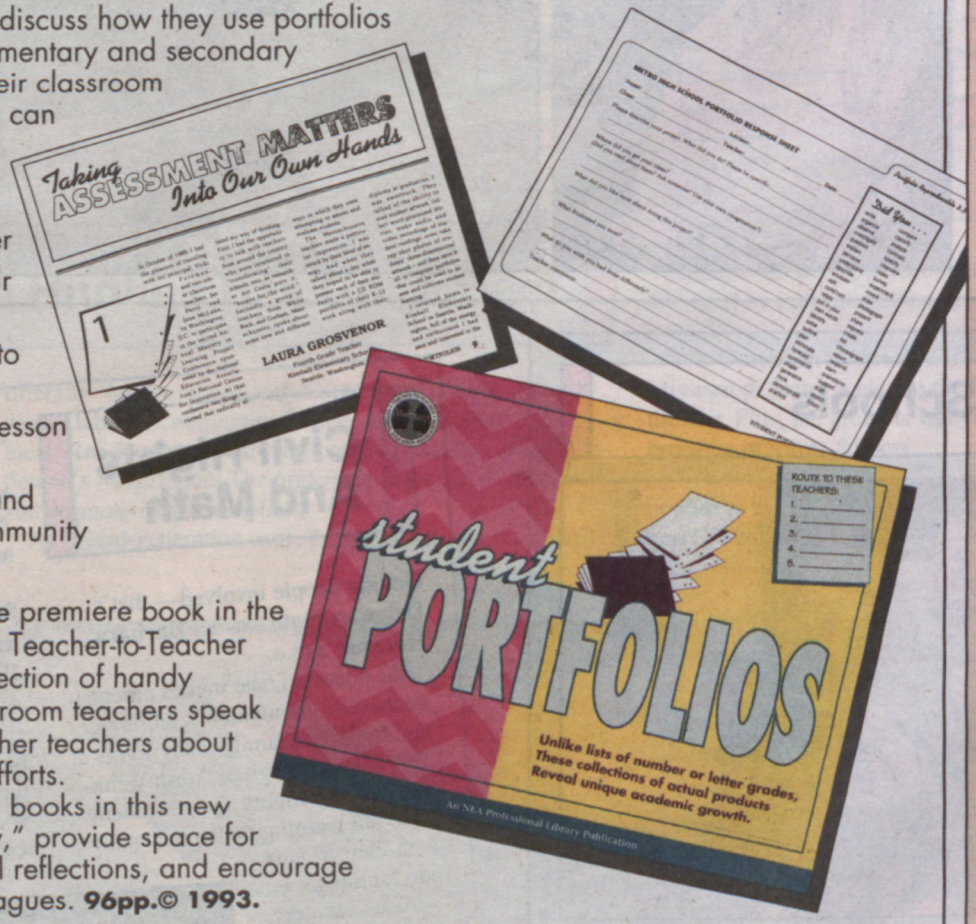
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INTERNATIONAL

RIGHTS WATCH

An Anniversary

December 10, 1993, marks the 45th anniversary of the adoption by the United Nations of a declaration that is of urgent importance to people worldwide. The UN Universal Declaration of Human Rights enumerates the essential rights to which all people are entitled.

The Preamble states, in part:

"Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of common people."

This statement accompanies a collection of 30 short articles that outline a set of basic human rights which must be universally applied to people around the world. Yet nearly a half century later, many governments fall far short of what the Declaration proclaims.

In 1993, the United Nations convened a World Conference on Human Rights during which several governments argued that human rights cannot be universal. What's more, they claimed, traditions, customs, and culture may be cited as rationale for denying rights to citizens.

As a result, women needn't be treated as equal to men, trade unions needn't be permitted, freedom of expression may be restricted, and political opposition may be regarded as treasonous if a government decides it must deny various universal rights.

NEA and the Education International (which includes some 240 education organizations worldwide) oppose the conception and support the full expression of rights set forth in the Declaration. The policies and programs of both organizations point to the achievement and protection of human rights internationally.

Working in your own communities and within your Association, you can support the work of such organizations as Amnesty International, the ACLU, and a host of other local and national advocacy organizations. Teaching students about human rights is a good step toward achieving a better human rights environment in our own nation.

A copy of the U.N. Universal Declaration of Human Rights is available from NEA International Relations, 1201 16th St, N.W., Washington, D.C., 20036.

Beyond NAFTA

The jobs of Americans will never be secure so long as foreign governments refuse to recognize the rights of workers to organize.

The year 1993 may well go down in history as the year trade policy re-emerged as a top issue in American domestic politics. This fall's intense debate over the North American Free Trade Agreement—NAFTA—has been front-page news for months.

The specific debate over whether or not to go ahead and implement NAFTA—a trade agreement negotiated by the United States, Mexico, and Canada—has come to a close, but the issues that NAFTA raises will remain with us for years to come.

"The NAFTA debate has been first and foremost a debate about jobs, investment, and worker rights," says Jack DeMars, director of NEA's International Relations office. "Should workers in the United States be forced to 'compete' with workers who are forced to work for substandard wages? That's the fundamental question at the heart of the NAFTA debate."

The NAFTA pact that passed in the House of Representatives in November was negotiated by the Bush Administration. The agreement was designed to remove remaining tariff barriers between the United States, Canada, and Mexico, and protect the investments of businesses that relocate operations outside their home country.

NAFTA, as defined by a series of side agreements to the original pact negotiated by the Clinton Administration, exempted public services like public education from the agreement's provisions. Even so, NEA opposed NAFTA because the pact threatened the economic viability of the communities that public schools serve.

Under NAFTA, businesses in the United States have a green light to shut down operations in the United States and open them up in Mexico, where workers are paid less than one-sixth the average U.S. wage. Businesses that didn't leave would be able to use the threat of leaving to depress the wages paid to U.S. workers.

Either result would be disastrous for public schools. If factories leave, there goes the tax base. If factories pay lower wages, local businesses that depend on the purchasing power of factory workers start cutting back jobs, creating a community-wide economic insecurity that makes adequate funding for public schools all the more difficult.

NAFTA proponents have labeled opponents as "enemies of free trade." "That's a false charge," says NEA's DeMars. "We don't oppose free trade. We oppose giving corporate America a blank check to send U.S. jobs to a country where workers are not free."

Mexico has been ruled by a single political party for the past seven decades, and the official Mexican labor movement is basically government-controlled. Independent unions are routinely quashed by authoritarian tactics.

The labor side agreements to NAFTA add solid protections in some areas—most notably, child labor—but do nothing to guarantee Mexican workers the right to organize independent unions that could bargain for better wages and working conditions.

The U.S. needs to rethink trade policy in general, says Economic Policy Institute economist Thea Lee.

"If we don't impose minimum labor and environmental standards on goods we import, we make it difficult to maintain high standards at home," says Lee. "We put domestic production at a disadvantage by holding it to higher standards than the competition overseas, and we reward companies that move production to countries with less stringent enforcement of labor and environmental regulations."

NAFTA's passage doesn't change the need for a new approach to international trade, an approach that recognizes that American working people have a basic self-interest in the rights of workers in other nations.

Why International Labor Standards?

NEA supports the International Labor Organization (ILO) in its efforts to overcome unjust workforce competition among nations by creating labor standards that are international in scope.

The ILO was founded in 1919 as part of the League of Nations. The United States, which joined in 1934, is one of the 168 member nations.

ILO members understand that any nation that adopts measures to improve its working conditions would find itself at a disadvantage in competition with other nations.

For this reason, the ILO sets international labor standards to control the inequities that result from corporations trying to locate where labor is cheapest.

After years of research, publishing, and document collecting, the ILO has developed the world's largest network of information on labor and social policy. The organization researches employment-related issues, organizes meetings, and publishes studies on every area of economic and social activity affecting workers' interests.

"While improved working and living conditions and the promotion of full employment remain the central aims of the organization," says NEA International Relations Director Jack DeMars, "the ILO also deals regularly with occupational safety and health, labor-management relations, women and migrant workers, social security, and other pressing social issues."

Each member nation sends a delegation to the annual International Labor Conference, which adopts the ILO budget, enacts labor standards, and discusses social and labor problems. The United States delegation consists of the Secretaries of Labor and State, a representative from the AFL-CIO, and one from the U.S. Council for International Business.

The ILO provides several types of training. ILO projects train managers in manufacturing, maintenance, transportation, distribution, construction, rural development, water supply, energy, and technology. The ILO also provides skill development and vocational training as well as running programs to teach trainers and instructors.

The ILO can't dictate to member nations. It can, however, monitor the performance of a nation, investigate complaints first-hand, issue findings of violation and, through publication and persuasion, bring desired changes in cases where national policies or conduct are unacceptable to the international community.

As a result of ILO investigations and other actions, more than 1,500 changes in national law and practices have been enacted.

BOOKBEAT

Popping Up on the Shelves

Education books are proliferating these days. In no particular order and with little ado, here are a few of the more noteworthy recent releases.

Supporting the Move to Whole Language
By Kathy Barclay and Elizabeth Boone
Scholastic. 184 pp. $24.95.
A research-based rationale for implementing a whole-language program—with concrete examples.

Teach Your Child How To Think
By Edward de Bono
Viking. 314 pp. $22.
This believer in direct teaching of how to think shows how to enlist emotion in the process.

Thinking About Our Kids
By Harold Howe II
Free Press. 224 pp. $22.95.
Now a senior education statesman, this former teacher, principal, superintendent, and U.S. Commissioner of Education offers some recommendations.

Who Will Teach for America?
By Michael Shapiro
Farragut. 198 pp. $21.95.
The outgrowth of a PBS documentary, this book tracks seven young people who entered teaching through the Teach for America program.

Tales Out of School: Joseph Fernandez's Crusade To Rescue American Education.
By Joseph A. Fernandez with John Underwood
Little, Brown. 298 pp. $11.95 (paperback).
The controversial memoir of a controversial man, who was recently fired as chancellor of the New York City schools.

Bootstraps: From an American Academic of Color
By Victor Villanueva, Jr.
National Council of Teachers of English. 150 pp. $16.95 nonmember; $12.95 member.
One person's experience with racism as he moves from school to community college and beyond.

Home of the Wildcats: Perils of an English Teacher
By Joan Cutully
National Council of Teachers of English. 92 pp. $12.95 non-member; $9.95 member.
A first-person account of a high school teacher's battle with a school bent on stifling creativity.

The NEA Professional Library's Top Ten
NEA Bestsellers

Current Rank	
1	***Student Portfolios.*** ($9.95) Insights from your colleagues in the first of the new Teacher-to-Teacher series. (#2901-1-00-FB) [1]
2	***Public Education Leaflets—English Version.*** ($34.95) Thirty-five reproducible masters for community outreach leaflets. (#5198-X-3S-FB)
3	***Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms,*** by Shirley Brice Heath and Leslie Mangiola. ($8.95) Innovation in cross-grade, multilingual, literacy learning. (#1844-3-00-FB) [6]
4	***The Ten Commandments: A Teacher's View***, by Ray Reyes. ($8.95) A high-school teacher reminds you of why you teach.(#1539-8-00-FB) [13]
5	***At-Risk, Low Achieving Students in the Classroom,*** by Judy Brown Lehr and Hazel Wiggins Harris. ($9.95) No miracles, but this book covers over 100 practical ideas for improvement. (#3338-8-00-FB) [4]
6	***Whole Language: Beliefs and Practices, K-8.*** Gary and Maryann Manning, eds. ($16.95) A readable, all-in-one-place whole language sourcebook for busy teachers. (#1482-0-00-FB) [10]
7	***Motivation and Teaching,*** by Raymond J. Wlodkowski. ($16.95) There are ways to motivate your students. (#0751-4-00-FB) [11]
8	***Countdown to the First Day of School,*** by Leo M. Schell and Paul Burden. ($4.95) A must-have checklist for new teachers.(#2150-9-00-FB) [2]
9	***Student Team Learning: A Practical Guide to Cooperative Learning. Third Edition,*** by Robert E. Slavin. ($18.95) A down-to-earth approach to effective cooperative learning from the leading expert. (#1845-1-00-FB) [5]
10	***Homework as a Learning Experience, 3rd Edition,*** by Mary Anne Doyle and Betsy Barber. ($3.95) What the research says. (#1084-1-00-FB)

Numbers in brackets indicate last month's rank. All the resources listed above are published by and available from the NEA Professional Library, a service for NEA members financed solely by the sale of books and other professional development materials to the education community. To order any book listed here or for more information, call 800/229-4200.

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PUBLICATIONS

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A New Journal
Teaching and Change

Here's a sparkling blend of restructuring research and classroom practice served with a twist: the writers are K-12 teachers. ***Teaching and Change***, co-published by the NEA Professional Library and Corwin Press, is a quarterly journal that offers an exciting and vital forum for reporting the experiences of classroom teachers as they learn how schools must change to make good, reflective practice possible and pervasive. Charter subscriptions are available for a limited time. The regular rate for a one-year individual subscription is $30.00. **NEA members save 10% and pay only $27.00.** Subscribe now to receive the Fall 1993 premiere issue. To take advantage of this special rate, send check, money order, Visa or MasterCard information to:

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PERSONALLY SPEAKING

FINANCIAL TASKS YOU CAN HANDLE

This Old House could just as easily be These Old Finances. In other words, with the right tools, you can do it yourself.

The truth is, most middle-income people would be better off learning to handle their own routine financial chores just as they learn how to caulk the bathtub and clean the gutters.

There are plenty of resources available—free or for a small fee—to help you. And mastering financial chores is no more difficult than other household tasks, if you can just put aside the intimidation many people feel about numbers and money.

You can get started by going to the library. Business, investing, and job search services make up about one-third of the services libraries offer to adults today, according to Kristen Wick, head of library adult services at the Contra Costa County Library in Pleasant Hill, California.

Libraries have a broad range of resources to help you check up on your life insurance policy, find a good mutual fund, or learn about how credit works. But before you go, you need to do a little bit of homework. Think about what you want to accomplish.

Do you need to start from scratch? Are you looking for information on how to organize your records and prepare a balance sheet and budget? The librarian can help you find recent magazine articles on these topics. Or do you have a specific chore, such as finding a good mutual fund in which to invest $1,000?

Stop first at the information desk, Wick suggests. Expect the librarian to ask lots of questions. But don't let that intimidate you. You should ask plenty of your own.

"Librarians deal with questions all day long from the sublime to the ridiculous," Wick says. "There's no such thing as a stupid question. If you ask the question, we can help you get to the index or guide that you need to put your mind to good use interpreting the information."

Many libraries today have a business specialist, Wick said. Most subscribe to a wide variety of personal finance and investing publications, as well as reference books like *Morningstar Mutual Funds*, which helps evaluate individual stocks.

You can arrange for a tour of the business reference section if you put together a group of five or six people, Wick says. She also suggests that you plan to reserve books on financial planning because, "they're very popular and may not be on the shelves."

There are other places to go, too, for low-cost, basic information. Nolo Press in Berkeley, California, (510-549-1976) publishes a quarterly newsletter, *Nolo News*, dealing with financial and legal do-it-yourself projects, as well as a number of good books in these areas.

"There's always some lead issue in the newsletter, like 'rebuilding your credit,'" says JoAnne Skinner, publicity director of Nolo. "We also review a number of books in these areas."

If you buy a Nolo book, a subscription to the newsletter is sent to you free. Otherwise, it costs $12 for two years. Two recent books include *Stand Up to the IRS*, by Frederick W. Daily (250 pages, $19.95), a guide that leads you through the audit process and helps you understand what your rights are and how you can be treated fairly, and *Divorce and Money*, by Violet Woodhouse and two coauthors, (288 pages, $19.95), which explains how to evaluate family assets and divide them at divorce.

It's extremely difficult to find good information on the Social Security system. If you're retired or about to retire, you need to have a good reference book rather than relying on the Social Security Administration for advice. One source to consider is the *1992 Mercer Guide to Social Security & Medicare*, (Independent Publisher's Group, Chicago, $6.95).

NEA Member Benefits provides some valuable resource material as well, free of charge:

➤ *Homeowner's Insurance*, is a 30-page guide on the subject.

➤ *Tax-Deferred Annuities*, is a 40-page consumer guide that discusses how 403(b) retirement plans work, as well as the investment options available. Member Benefits also publishes an annual study, the *NEA Member Benefits Tax-Deferred Annuity Study*, that analyzes the performance of 70 fixed and variable annuities. The study costs $25, but a reference copy can be found at each state affiliate office.

➤ *Understanding Credit*, is a free brochure that discusses the importance of a good credit rating and how to establish one.

A couple of books that you may want to add to your own library:

➤ *Making the Most of Your Money*, by Jane Bryant Quinn (Simon & Schuster, 1991, $27.50). This 934-page book covers everything. Its goal is to help you become your own financial planner.

➤ *Dictionary of Finance and Investment Terms*, and, perhaps *Dictionary of Insurance Terms*, both by Barron's Educational Series and both $8.95. These books can be helpful when you're struggling with terms you find in your employee benefits handbook or in the business section of the newspaper.

—Mary Rowland

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How much should you be investing in order to have $200,000 by retirement? A person with 20 years to retirement must set aside more than twice as much annually as someone who has 30 years to go.

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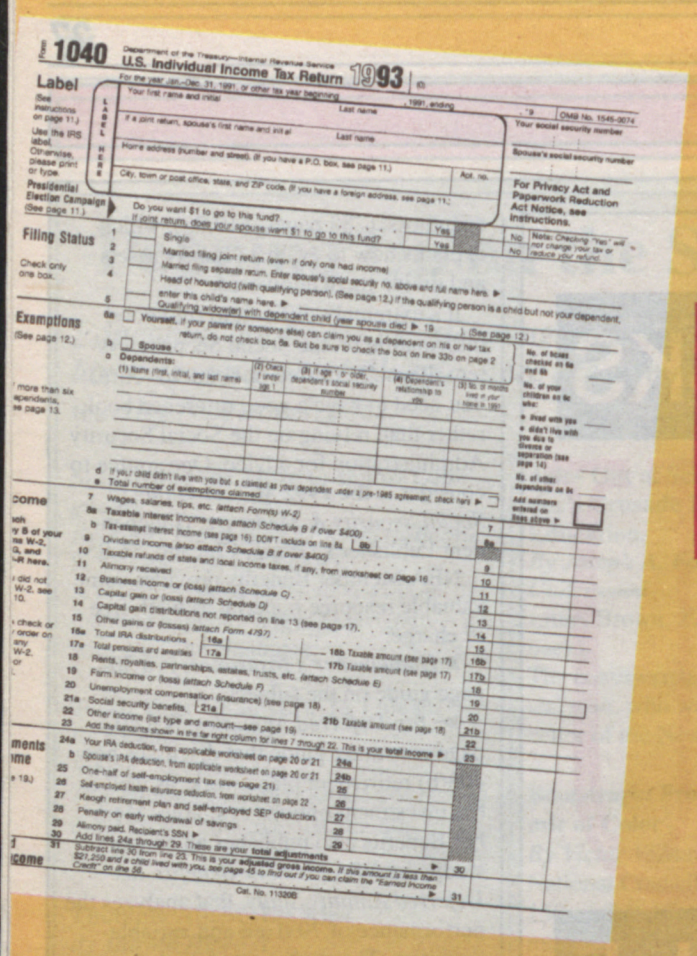
20	$ 3,587	$ 71,740
15	$ 6,249	$ 93,735
10	$12,077	$120,770

Source: *Mutual Fund Education Alliance*



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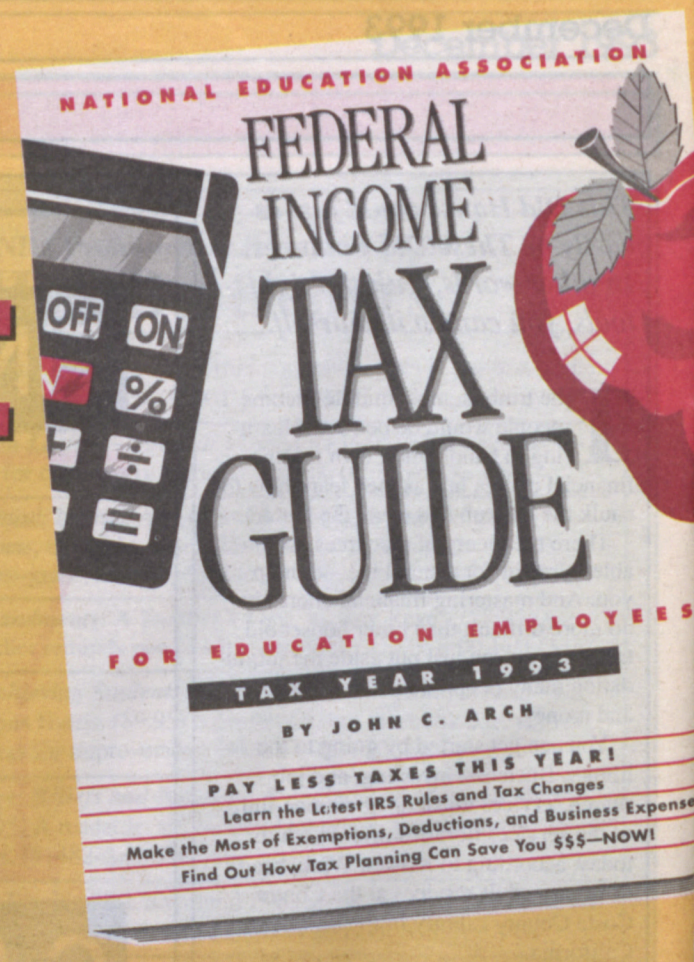
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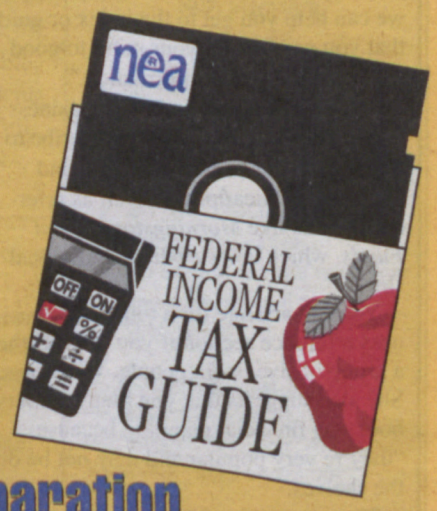

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LOOKING AHEAD TO RETIREMENT

IS AN EARLY OUT FOR YOU?

Sure...if you can figure out how to pay for all those leisure years.

A number of states now offer early retirement plans to education employees. But don't rush to retire without some key information.

A 1991 survey of retired NEA members found that 57 percent of them had retirement plans containing an early retirement provision, the most common being a 25-year service requirement.

But beware—there are some pitfalls to early retirement. Based on average life expectancies, a 55-year-old man will spend 22 years in retirement and a woman, 27 years. The problem is that most people don't have a very clear idea of how to pay for all these leisure years.

In a 1991 study by Merrill Lynch & Co., 59 percent of the working people surveyed said they expected private pensions and Social Security to provide them with sufficient retirement income. But, according to the U.S. Treasury Department, these two sources now provide just 35 percent of the average retiree's income.

"There's such a wide gap between what people expect from retirement and what will actually happen that most people are in for a very rude awakening," says Fred Yager, a Merrill Lynch vice president.

The difference between a comfortable retirement and one that's hand-to-mouth is simple: advance planning. "Those who start planning early are much more likely to meet their retirement goals," says Barbara J. Pope, a financial planner in Chicago.

Experts say you'll need 70 to 80 percent of your working income to live comfortably in retirement. Retirement income comes from three sources: pensions, Social Security, and personal savings. The best way to plan is to figure out well in advance how much you need and you'll receive from each one.

(NEA members living in one of the 13 states where teachers don't participate in the Social Security system will obviously rely more heavily on their state pensions.)

Let's start by looking at Social Security. There are some important changes coming in Social Security benefits.

People who retire today are eligible for full Social Security benefits at age 65. Those who retire at age 62 get a 20 percent reduction.

Beginning in 1991, those who continued to work beyond age 65 were given credit in the form of increased benefits. Those who turned 65 in 1991 increase their benefits by 3.5 percent for each year they delay retirement to age 70.

Those who turned 65 in 1992 or 1993 can increase benefits by 4 percent for each additional year worked. This delayed retirement credit, as it's called, increases by one-half of 1 percentage point every two years until it reaches 8 percent for those who reach normal retirement age in 2009.

The age at which you can receive full retirement benefits is also gradually moving up. Starting with those born in 1938, it advances by two months for each year until it reaches 66 for those born in 1943. Then, after a pause, it begins to move up again by two months a year until it reaches 67 for those born in 1960 and later.

Finally, the new tax bill has increased the penalty for working while you receive Social Security benefits. For those couples with income over $44,000, 85 percent of the benefit will be taxed beginning in 1994.

Individuals between 62 and 64 lose $1 in benefits for every $2 in earnings over $7,680 in 1993, a number that moves up with inflation. Those between 65 and 69 lose $1 for every $3 earned.

This combination of lost benefits and higher taxation packs a wallop for those who earn slightly over the maximum. For example, certified public accountant Edward A. Slott, of Rockville Centre, New York, calculated that a 62-year-old New York City resident earning $2,000 over the $7,680 limit would forgo all of it to lost benefits and extra taxes.

Even without figuring state or local taxes, William Brennan, a partner at Ernst and Young in Washington, D.C., calculates that a taxpayer might keep just $204 out of $2,000.

Avoiding this glitch requires careful planning. The first step is to call Social Security at 800/772-1213 and ask for Form SSA-7004, the Request for Social Security Earnings and Benefit Statement.

After you fill it out and send it in, you'll receive a customized statement telling you what you've paid into the system, the age at which you can receive an unreduced benefit, and your estimated benefit at various retirement ages.

If you plan to work part-time in retirement, think carefully about when you'll apply for benefits. It may not make sense to apply at age 62 and get an 80 percent reduction if your wages will wipe out your whole benefit.

Regarding your pension, you can also get the estimated annual benefit on your pension plan from your state Association. About 43 percent of Association members who responded to the NEA survey said their pension system provided some type of ad hoc cost-of-living adjustment (COLA)—forty percent provided an automatic COLA. It's important to find out what your retirement benefit will be and whether your plan includes a COLA.

If you're concerned about taxes the best way to save money for retirement is with a tax-advantaged savings plan such as a 403(b) plan or another type of tax-deferred annuity. The money you put in such a plan is deductible from income for tax purposes, and the amount grows with taxes deferred on the earnings. If you have a 403(b) plan or some other type of personal retirement savings, get your current balance.

Once you have these three pieces of information—pension, social security, and savings—you're ready to figure out how much you'll have for retirement. There are two good, inexpensive software programs that can help you do this.

➤ The Retirement Planning Kit, developed by T. Rowe Price, the Baltimore-based mutual fund company, allows you to put together a flexible retirement plan in an hour's time—and to update it whenever your financial circumstances change.

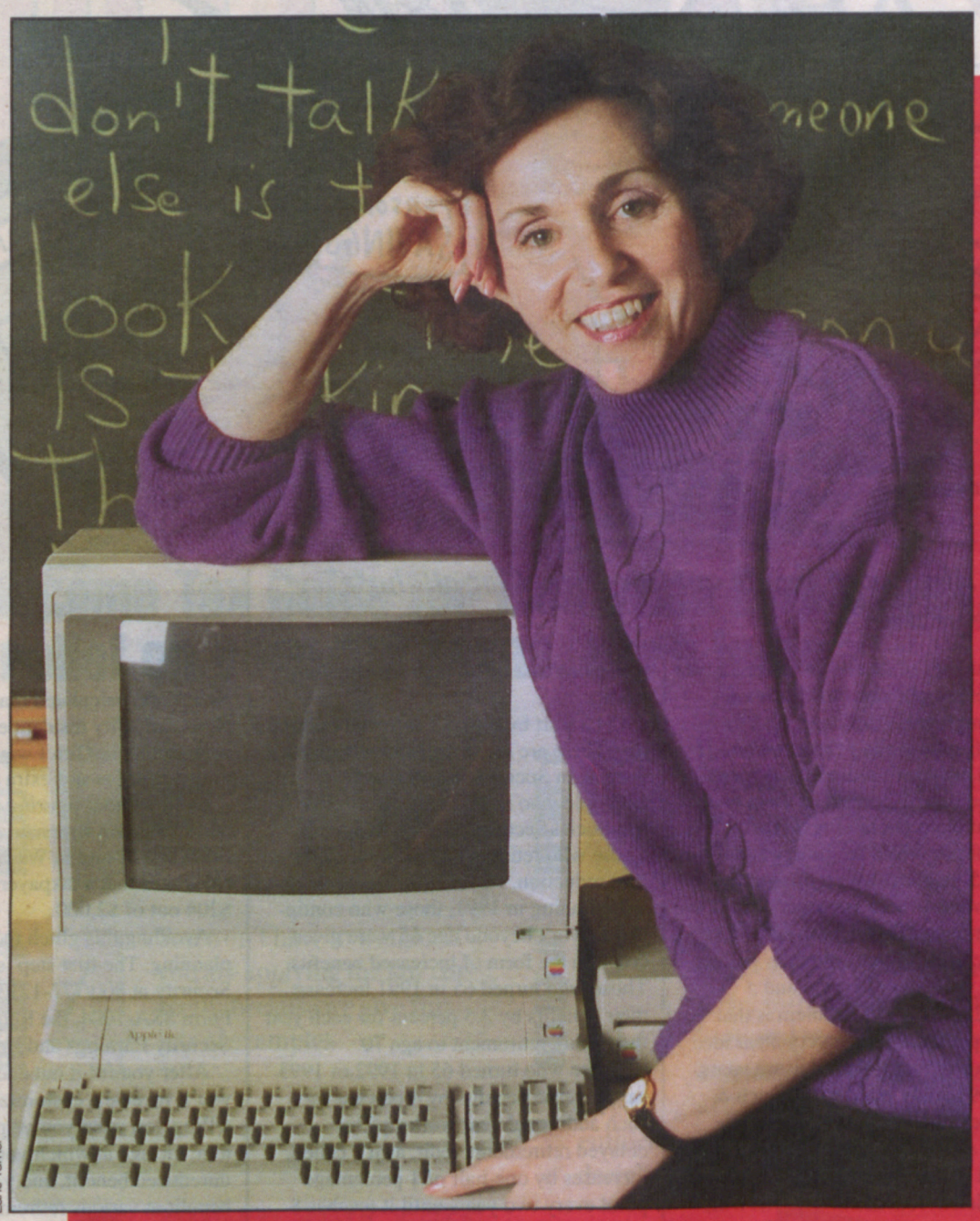
The program guides you through basic concepts such as the relationship between risk and reward, the effects of inflation on savings, and the importance of investing early and regularly. It then calculates what you'll need—and what you'll have—at various ages approaching retirement. You can order the software for $15 by calling 800/541-4041.

➤ The second program is put together by the Vanguard Group of mutual funds, based in Valley Forge, Pennsylvania. It, too, helps you estimate how much more you'll need to retire by figuring the time you expect to spend in retirement and taking into account how much you have and how much you're earning on it.

The Vanguard program will also show you how to increase your retirement savings either by putting more away or by earning more on your money. This program is brand new and has the advantage of including the recently passed 1993 tax changes. Cost is $15. For more information, call 800/876-1840.

—Mary Rowland

"Okay, I'll admit it. I'm one of those technological idiots going kicking and screaming into the computer age. To me,



Lane Turner

a mouse will forever be a rodent and software will always be a silk scarf that accessorizes a new dress.

When NEA unveiled NEA Online, the Association's new electronic communications network, I yawned. NEA Online, I read, was easy to use and inexpensive. Yeah, right, I'd heard that before! NEA Online, I was sure, was just another computer bulletin board for those "techies" who enjoy interacting, interfacing, and downloading. This is not my idea of fun.

But then I began speaking to other, more adventurous colleagues. They told me that NEA Online is much more than a network for curriculum ideas or tips on building a stronger Association. It's a vehicle, they explained, for communicating with other NEA members to solve common problems. It's a chance to learn from practitioners and escape classroom isolation.

I started wondering if I might be missing something. But I still wasn't convinced. I had no intention of becoming one of those "gadget people" who spend thousands of dollars on computer equipment and access lines.

Again, my balloon was popped. NEA Online is affordable, I learned, even in educator terms. The only technology you need is a basic computer, modem, and a telephone line. The monthly subscription rate is less than six dollars — and even less at the start.

Slowly the cloud began to lift. Through NEA Online, I realized, I could talk to an educator in California about year-round schools or a colleague in Vermont about portfolio assessment. I could learn about mainstreaming and inclusion from classroom teachers who were actually implementing new ideas. I could explore solutions with practitioners, not salespeople. ***Where do I sign up? I'll see you online!*** "

Elaine Gordon
Speech therapist, Haterly Elementary, Scituate, Massachusetts

nea Online

Call for your FREE starter kit today! 1-800-827-6364, ext. 7788

Subscribe to NEA Online, and you can access the vast resources of America Online. Whatever your interests — news, travel, entertainment — you'll find them all in America Online's virtually inexhaustible universe of information. And you can access all at a low NEA member price with just a local phone call.*

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Enjoy the first month of your NEA Online membership free. For the next five months, enjoy NEA Online at 50 percent off the regular price, PLUS:
— Unlimited usage of NEA Online as long as you're an NEA member.
— Five free hours of America Online during your first month.
— One free hour of America Online after the first month (additional time $6/hr. or $.10/min.).
* For members residing outside the contiguous 48 states and in certain rural areas, long-distance rates will apply.

Call 1-800-827-6364, ext. 7788

ASK DR. HACKER

Our regular Dr. Hackers are Keith Zook and Lynn Chan. Zook is the technology coordinator for the Grosse Ile Township, Michigan, schools, and a 30-year teaching veteran. Chan is an elementary science teacher in South San Francisco and is project coordinator for TOPS (Technology Optimizes Performance in Science).

This month Zook and Chan got an assist from colleague Bonnie Bracey of Arlington, Virginia. All three have been recognized as outstanding educators by NEA's National Foundation for the Improvement of Education.

Greg Jenson

Each month in this space, we'll run a sampling of questions from NEA members about technology. Our aim is to present a cross section of topics that reflect members' wide range of experience and expertise.

Q Have you noticed any difference in the way boys and girls approach computers? If so, how have you dealt with this?

A It depends on the orientation boys and girls get, and that's why equity and access to technology are such critical issues.

If students are all treated alike, then their orientation to technology will be the same. But if the programs seem to favor skills that are likely to be more developed in one group—for example, Lego Logo Works may be easier for boys—then you have to make sure the girls and boys with less experience have a chance to learn the same skills.

One solution is placing children in cooperative groups so both boys and girls get an equal chance at the same technology and skills.

Q What types of courses would be good for elementary and secondary teachers who have limited computer knowledge?

A Any course that is hands-on and uses current software and equipment. Some university courses are slow to adapt to new capabilities and software, others offer excellent programs.

Also look for courses that are curriculum-based. They're harder to find but are worth the effort. Both software and computer capability are changing rapidly, so teachers need to make sure the course fits their needs. Check out the course before you enroll.

A good local source may be the adult education program. And don't forget your local computer store: computer classes using business software such as word processing or spread sheets are often offered there.

Other resources include videos and conferences designed for teachers using technology. Many computer companies and education computer user groups now offer videos on the use of the computer in learning. Some are available free or at very low prices.

Q What are the most valuable books about using technology in the classroom for someone who's had limited experience with technology?

A Start with the books that come with the computer, then browse in the bookstore to find a book that fits your needs. Be careful not to buy something too simplistic; you'll regret it later.

For starters, *DOS for Dummies* by Dan Cookin (IDG Books, 800/762-2974, $16.95,) is a good choice, as is *Micro Goes to School: Instructional Applications of Microcomputer Technology* by Andria Troutman and James White (Brooks/Cole, 800-354-9706, $30.95).

For Macintosh users, try the *Macintosh Bible* by Arthur Naiman (Peachpit Press, 800/283-9444 $28.00), *Mac for Dummies* by David Pogue, *Little Mac Book* by Robin Williams and Kay Nelson (Peachpit Press, $14.95).

It's also good to attend computer conventions or link up with "techies" at school. They're wonderful sources of information. Having a technology "mentor" is particularly helpful. He or she can give you immediate feedback and increase your levels of understanding and creativity.

And don't forget NEA Online if you have questions or want information. Just go to the Technology in Education folder of the Teaching and Learning Message Board—and ask away.

Q Are there other sources besides bookstores and conventions?

A Yes, there are plenty of places for materials. For example, the U.S. Department of Education will send a catalogue of resources if you write to Department R. Woods, Consumer Information Center, P.O. Box 100, Pueblo, CO 81002.

NASA audiovisual resources are available from NASA CORE. Educators interested in obtaining a catalog detailing information on these should write to NASA CORE, Lorain County JVS, 15181 Route 58 South, Oberlin, OH 44074.

Q Where should I go if I'm worried about copyright restrictions for software and videos?

A The Software Publishers Association offers a number of publications, including: "Is It Okay to Copy My Colleagues' Software?" This brochure answers eight important copyright questions (50 copies free, additional copies $.15). The "SPA Self-Audit Kit" helps institutions assess the legality of their current software use (50 free, additional copies $.15). And "It's Not Worth the Risk," a 12-minute video, reviews everyday software use using business situations, but it's adaptable to school settings ($10). To order, contact SPA 1730 M St. N.W., Suite 700, Washington, DC 20036-4510, 202-452-1600.

The Information Technology Association of America (ITAA) offers "Thou Shalt Not Dupe" (booklet, 8 pp). It states the problems and repercussions of illegal software use in an easy-to-read format. Appropriate for adults and students, junior high and up. Write to ITAA, 1616 N. Fort Myer Dr., Suite 1300, Arlington, VA 22209, 703/522-5055. (First copy free, additional copies $.75.)

EDUCOM offers "Members of the Academic Community" (booklet, 12 pp). It classifies software as commercial, shareware, freeware, and public domain and explains use restrictions and limitations of each. For copies, contact EDUCOM, 1112 16th St. NW, Suite 600, Washington, DC 20036, 202/872-4200. (Five copies free, additional copies $.25.)

Q What periodicals would you recommend for teachers anxious to keep up with classroom technology and technology trends and resources?

A Many free and inexpensive periodicals and newsletters are available.

The three main periodicals for teachers are *Electronic Learning, Technology & Learning,* and the *T.H.E. (Technological Horizons in Education) Journal*.

Educators may receive a free one-year subscription to *Technology & Learning*. The magazine features current information on technology in schools, and offers teachers a variety of suggestions for using technology in computer labs and classrooms.

To sign up for a subscription, write to: Robyn Rosen, 8760 Niblick Drive, Alpharetta, GA 30202.

Electronic Learning is also available free to many teachers and provides information on using technology in learning. Write to *Electronic Learning*, P.O. Box 53797, Boulder, CO 80322. Use school letterhead for a complementary subscription. A brief job description must be included for each request before Scholastic can process the request.

T.H.E. (Technological Horizons in Education) Journal offers free subscriptions to qualified educators in the United States. The *Journal*, now celebrating its 20th anniversary, features articles about technology in education and information on products, conferences, special offers, latest news, and technology trends. Write to *T.H.E. Journal*, 150 El Camino Real, Suite 112, Tustin, CA 92680-3670.

Several other periodicals are also available. Wings for Learning/Sunburst of Scotts Valley, California, offers the following free newsletters for educators: "The MIMI Experience" for teachers of grades 4-8 interested in ideas for interdisciplinary activities related to MIMI software and resources; "Solutions" for K-5 teachers interested in mathematics and science; and "Connectors" for math and science teachers in middle and high schools.

To be placed on the mailing lists for these newsletters, call 800/321-7511. Educators outside the United States can call 914/747-3310.

Discis Inc. offers an 8-page, full-color newsletter written by educators for educators. K-12 educators share successful and innovative activities using Discis Books and ideas about integrating Discis Books with other classroom software. For a free subscription in the United States, call 1-800-567-4321.

Submit your own ideas to Discis Knowledge Research Inc., attn. Fiona Ferguson, 45 Sheppard Ave. East Suite 410, Toronto, Canada M2N 5W9. If published, educators receive a complementary copy of the latest Discis Book title.

You can use the Educational Resources Information Center (ERIC) through ACCESS ERIC. ERIC's database, the world's largest single source of education information, contains citations of more than 760,000 documents and journal articles on education research and practice.

Order a free copy of "A Pocket Guide to ERIC" or "All About ERIC" to learn more about the ERIC toll-free system and receive a subscription to *The ERIC Review*, a free journal published three times per year.

Next month, Dr. Hacker will list more places to go and materials to use for instruction, ideas, and assistance.

***If you have a question for Dr. Hacker on any topic—from NEA Online to desktop publishing—write Dr. Hacker at NEA Center, 1201 16th St. N.W., Washington, DC 20036, or use NEA Online. Just keyword* NEA Today.**

For details about getting on NEA Online, subscription costs, and more, please see page 30 of this issue.

Your NEA

Running for NEA Office

AN ACCOUNTING

Final Reports of Campaign Revenues and Expenses

NEA Today presents the following information about the campaign finances of people who ran for NEA office at the 1993 NEA Representative Assembly—for president, vice-president, the nine-member Executive Committee, ESP members at-large seats, and the administrator at-large seat on the NEA Board of Directors.

Standing Rule 10.E provides as follows:

Campaign Expenses. No portion of dues money collected at the local, regional, state, or national level shall be used to promote the candidacy of any individual for an NEA office.

Using forms provided by the Committee on Constitution, Bylaws, and Rules, each candidate shall file a preliminary report of campaign revenues and expenses, including projected revenues and expenses, with the committee prior to the opening of nominations at the Representative Assembly. A final report, on the forms provided by the committee, must be filed with the committee no later than thirty (30) days following certification of the elections results. The committee shall report to the Representative Assembly, prior to any nominations or elections, whether any candidate has in any manner violated the election rules and regulations. The final report of campaign revenues and expenditures shall be printed in an appropriate NEA publication for inspection by any member.

The following reports were filed in a timely manner and are printed pursuant to Rule 10.E.

Candidate for President

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$5,590.39
Individuals Within the State	$ 3,808.20	Mailing	1,476.72
Groups Within the State	0	Other Media Materials	2,812.02
Groups Outside the State	0	Hospitality and Entertainment	1,084.75
Individuals Outside the State	9,654.00	Campaign Committee Expenses	266.00
Income from Raffle, Lottery,		Giveaways	4,660.60
or Similar Fund-Raising Activity	0	Raffle, Lottery, or Similar	
Donations in Kind	0	Fund-Raising Activity	—
Interest/Other	257.17		
TOTAL	$13,719.37	TOTAL	$15,890.48

Signed: **Keith Geiger**

Candidate for Vice-President

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 7,869.77
Individuals Within the State	$ 2,340.19	Mailing	1,312.64
Groups Within the State	2,286.00	Other Media Materials	6,024.42
Groups Outside the State	0	Hospitality and Entertainment	1,989.59
Individuals Outside the State	2,720.00	Campaign Committee Expenses	1,486.64
Income from Raffle, Lottery,		Giveaways	8,036.13
or Similar Fund-Raising Activity	18,761.00	Raffle, Lottery, or Similar	
Donations in Kind	4,287.00	Fund-Raising Activity	2,310.00
TOTAL	$30,394.19	TOTAL	$29,029.19

Signed: **Robert F. Chase**

Candidates for Executive Committee

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 833.38
Individuals Within the State	$ 712.49	Mailing	505.12
Groups Within the State	944.60	Other Media Materials	0
Groups Outside the State	1,974.40	Hospitality and Entertainment	1,116.73
Individuals Outside the State	245.00	Campaign Committee Expenses	1,578.58
Income from Raffle, Lottery,		Giveaways	1,705.27
or Similar Fund-Raising Activity	4,920.00	Raffle, Lottery, or Similar	
Donations in Kind	1,115.00	Fund-Raising Activity	3,174.39
TOTAL	$9,911.49	TOTAL	$8,913.47

Signed: **Kathleen H. Bell**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 4,235.70
Individuals Within the State	$ 4,333.00	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	412.08
Individuals Outside the State	2,256.00	Campaign Committee Expenses	5,620.30
Income from Raffle, Lottery,		Giveaways	2,938.41
or Similar Fund-Raising Activity	7,223.00	Raffle, Lottery, or Similar	
Donations in Kind	160.19	Fund-Raising Activity	3,047.35
TOTAL	$13,972.19	TOTAL	$16,253.84

Signed: **Susie C. Jablinske**

Candidates for At-Large Representative of Active Members Employed in Educational Support Positions on NEA Board of Directors

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$151.29
Individuals Within the State	$261.20	Mailing	85.00
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	65.00
Income from Raffle, Lottery,		Giveaways	0
or Similar Fund-Raising Activity	0	Raffle, Lottery, or Smilar	
Donations in Kind	0	Fund-Raising Activity	0
TOTAL	$261.20	TOTAL	$301.29

Signed: **Helen Cottongim**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 400.00
Individuals Within the State	$ 500.00	Mailing	100.00
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	100.00	Campaign Committee Expenses	300.00
Income from Raffle, Lottery,		Giveaways	100.00
or Similar Fund-Raising Activity	300.00	Raffle, Lottery, or Similar	
Donations in Kind	200.00	Fund-Raising Activity	100.00
TOTAL	$1,100.00	TOTAL	$1,000.00

Signed: **Willie Givens**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$2,073.17
Individuals Within the State	$ 412.00	Mailing	0
Groups Within the State	1,440.00	Other Media Materials	5.00
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	1,448.75
Income from Raffle, Lottery,		Giveaways	133.87
or Similar Fund-Raising Activity	3,577.50	Raffle, Lottery, or Similar	
Donations in Kind	0	Fund-Raising Activity	1,971.00
Interest/Other	12.72		
TOTAL	$5,442.22	TOTAL	$5,631.79

Signed: **Norma K. Ray**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$47.48
Individuals Within the State	$ 0	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	16.00
Income from Raffle, Lottery,	85.01	Giveaways	0
or Similar Fund-Raising Activity	0	Raffle, Lottery, or Similar	
Donations in Kind	0	Fund-Raising Activity	0
TOTAL	$85.01	TOTAL	$63.48

Signed: **Dewey E. White**

Candidate for At-Large Representative of Administrators on NEA Board of Directors

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$0
Individuals Within the State	$0	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	0
Income from Raffle, Lottery,		Giveaways	0
or Similar Fund-Raising Activity	0	Raffle, Lottery, or Similar	
Donations in Kind	0	Fund-Raising Activity	0
TOTAL	$0	TOTAL	$0

Signed: **Lillie C. L. Carswell**

Q & A

A Strong Defense

What is the Unified Legal Services Program?
The ULSP is a jointly sponsored NEA-state affiliate legal assistance program designed to provide members and local affiliates with top-notch legal assistance on issues relating to their employment, particularly the defense of their employment rights. Through the ULSP, state affiliates screen members' requests for assistance and assign attorneys. NEA shares in funding the cost of legal assistance.

What kinds of cases does the ULSP fund?
Members can get legal help to make sure local contracts and collective bargaining agreements are complied with; to uphold state fair dismissal laws; to protect constitutionally guaranteed free expression rights, including academic freedom and political association; and to fight job discrimination on the basis of age, gender, race, or ethnic or cultural origins. ULSP pays the cost of the legal assistance. State and local affiliates choose legal counsel.

How can I get ULSP help?
Contact your UniServ representative. He or she will help you apply for assistance through your local or state Association. The Association will provide the legal services of a staff attorney or an attorney under contract with the Association.

What if my case is rejected?
Members may appeal their cases to the NEA's Office of Legal Services Program.

NEA's review is limited, however, to determining whether your state Association considered fairly your request for assistance.

How many cases does ULSP handle a year?
The ULSP handles from 18,000 to 20,000 cases a year.

How do NEA and the states share in ULSP funding?
In the current membership year, NEA funds 46 percent of legal expenditures made by state affiliates. As a result of action taken by the 1990 Representative Assembly, this share will grow to 50 percent in the 1995-96 membership year, and it's expected to remain at this level.

In dollar terms, NEA expects to spend $15 million—approximately 9 percent of the total NEA budget of $170 million—on legal fees to defend NEA members during the 1993-94 membership year.

SPEAKING OUT ON THE ISSUES

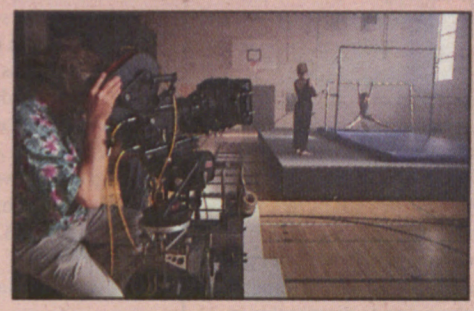
Small Miracles, Big Message

Small miracles take place in America's classrooms every day.

That's the message of the new set of NEA television commercials designed to show viewers that public education is working.

"Amid obvious efforts on many fronts to undermine confidence in public schools, NEA has devoted its 1993-94 national media campaign to promoting the value and strength of public education," says NEA Communications Director Bill Martin.

To a musical accompaniment, the spots zoom in on individual students as they achieve breakthroughs in writing, physical education, vocational education, music, and science. The narrator concludes, "For every child with dreams, for all parents with a dream for their children, the public schools are where small miracles happen every day."



The 30- and 60-second spots were filmed at Verdugo Hills High School outside Los Angeles.

The spots ran in late August and September on cable channels and major networks. In February, the NEA message will appear on the cable channels watched regularly by government and community leaders. In 23 states the spots will also be seen with state Association taglines.

IN HISTORY

The year was 1919, and teacher pensions—the absence of them—continued to preoccupy NEA. The Committee on Salaries, Tenure, and Pensions issued a major report detailing the need for pension programs and describing ways in which states could establish such plans. In 1919, New Jersey became the first state to enact pension legislation.

Without doubt, NEA's detailed report and suggestions played a key role in many states' decisions to create retirement plans for teachers that would help attract qualified people to the profession and keep them in for a career.

That same year, NEA was also working for other important national goals, voting support for the League of Nations and for passage of a child labor law to protect children from abuse. A child labor amendment finally passed Congress in 1924, but was never ratified by enough states.

WORKING FOR YOU

Making Rights of Wrongs

Is silent prayer in school legal? When is inequitable school funding unconstitutional? Can school employees criticize their employers in print without repercussions?

Joe Di Dio

When it comes to critical Constitutional questions facing Association members, NEA staff attorney Mike Simpson (right) is on the job.

"I keep up with developments in federal law, specifically the constitutional rights of school employees," Simpson says.

Then, when members sue in federal court, it's up to Simpson, in tandem with his colleagues in NEA's Office of the General Counsel, to decide whether the case shall be appealed. In doing so, Simpson looks at the merits, potential remedies, and possible precedents the case may set. He handles approximately 20 cases a year.

Typical cases that reach federal appeals courts deal with First Amendment violations and gender and race discrimination.

Simpson, who writes a monthly column for *NEA Today*, is also the adviser for the 500-member National Organization of Lawyers for Education Associations, a coalition of lawyers who represent school employees in state and federal courts.

"My job is to provide expertise to these lawyers to make sure they do the best possible job of litigating for our members," Simpson says.

"Making good law"—that's what NEA's general counsel's office is about," Simpson says. "We want to be in the forefront of enhancing the rights of school employees."

King Day Poster: Order Now!

The NEA again announces the availability of the "Commemorative Freedom Trail Poster/Holiday Guide." This full-color, 18" x 28", two-sided poster highlights events in the life of Martin Luther King, Jr., and suggests some activities for affiliates and members.

The Martin Luther King, Jr., Federal Holiday Commission will send Freedom Trail Posters/Holiday Guides at a reduced rate to NEA members. Place your order soon to get a special NEA version. When the Commission runs out of these, it will fill members' orders with its own poster (same text but no NEA identification) at the same reduced rate.

The Commission will also fill NEA members' orders for full-color 8 1/2" x 13 1/4" brochures.

The brochures are ideal for displaying on bulletin boards and distributing to students and participants at King holiday activities.

If you want to have the Freedom Trail Posters/Holiday Guides early in January, place your order now.

Freedom Trail Posters/Holiday Guides

1-5	$5.00 each
6-10	$4.00 each
11 or more	$3.50 each

Freedom Trail Brochures (minimum order of 25)

25-99	$ .45 each
100-499	$ .40 each
500 or more	$ .35 each

Specify the number of posters or brochures you're ordering and combine both orders in one payment. When submitting your order, send your name, address, and phone number along with your payment by check, money order, or purchase order made payable to Martin Luther King, Jr., Federal Holiday Commission.

Mail to: Freedom Trail, 8391 Main St., P.O. Box 302, Ellicott City, MD 21041. For more information, contact the National Coordinator of the Freedom Trail Project at 410/461-8329 or 800/488-8329.

Letters

The Condom Debate

I agree with school nurse Jeanne Kiefner who argued that schools should distribute condoms (Debate, October). I believe we must be true counselors as school nurses and make condoms available to students who want them.

We cannot allow fanatical religious fundamentalists like Janet Hughes, to dictate to public school administrations their idea of how life should be on their "little pink cloud" of 30 years ago.

Like it or not, teenage students may be engaging in sexual activity. We are in the midst of a pandemic with HIV and AIDS.

I've been a school nurse for the past 10 years and a registered nurse and parent for another 17.

Nora Johnson, R.N, B.A.
Springfield, New Jersey

The October debate over school distribution of condoms wasn't a true debate. Janet Hughes is a teacher who teaches English and shouldn't be responsible for distributing condoms. Jeanne Kiefner is a school nurse whose primary interest is the student's health, not whether the student understands English structure or literature.

If the teacher knows that a student has a concern about condoms, refer the problem to the school nurse. The teacher doesn't have to take on the added responsibility of ensuring that sexually active teens are protected. There isn't enough time in the day for the teacher to educate the student and determine what all the implications and alternatives might be when faced with such a request.

Sue Leong
Ann Arbor, Michigan

As a school nurse in the same Camden County area Jeanne Kiefner is from, I must disagree strongly with her statements. I don't know what school nurses she talked to, but I'm sure there are many of us who feel we should stay out of the condom distribution business at school. It's my opinion that we send too many mixed messages to our young people.

We should have support services and programs to demonstrate that there are still teens out there who want to wait until marriage for sexual intimacy and that there is nothing "wrong" with those who wait.

Besides there are too many variables with condom use. Unless used properly, stored properly, used every time, they can create a false sense of security.

Dorothy Block, R.N., B.A.
Audubon, New Jersey

Suppose for our drug education curriculum we used the following approach: "Well, class, today we're going to talk about needle use. Our statistics tell us that kids aged 10 to 12 are going to get involved in drugs. Now, don't get me wrong, we are against drug use. But we're going to discuss this in case you decide you will take drugs despite our best efforts. Now to make drug use safe you must use a clean needle, roll up your sleeve, make a fist, and find a vein."

That's the same message we deliver to our students when we advocate condom use. If a condom fails—which it does 30 percent of the time—a student can get pregnant—or worse, get a sexually transmitted disease or HIV. My point: both drug use and illicit sex can have deadly consequences.

The Debate aside, I commend you for one page of your publication, the Letters page. It's the only page where I can find the conservative voice within this liberal publication.

Thomas Hale
Stockholm, Maine

Check Your Charts

In "The Floods of '93" (Stateside, October), your data presentation was very poor. To students and teachers of earth sciences, the numbers listed in "How Wet Was Your July?" would be read as inches of precipitation unless otherwise noted.

Unfortunately, the key to the data was not in a caption on the table but was buried in a paragraph six inches, three photos, and three other captions above! And that paragraph title referred to helping flooded schools!

Any table worth its printing space deserves to be presented so readers can grasp its significance without risking misinterpretation.

Karen Dudak
Binghamton, New York

Ed. Note: We agree. Our chart could have been clearer, with the explanation of how to interpret the chart closer to the listings.

Gender Bias?

The article "Girls and Bees" (Human Rights, October) demonstrates another example of political correctness gone awry. NEA member Carolyn Anderson and the National Geographic Society are concerned with the reasons for the success of males compared to females in the National Geography Bee. Yet Anderson exclaims, "...girls shine in geography. They turn in their work, they score higher than boys on tests, and they're more interested in the subject."

Perhaps Anderson is making a blanket statement regarding her personal expectations of boys in class. Perhaps she spends less time with the boys in her class and caters to the girls. Perhaps Anderson should investigate her own classroom to see why "they [girls] score higher than boys on tests."

Bill MacDougall
Glen Gardner, New Jersey

On Health Care

I was very happy to read that NEA backs a single-payer style of health insurance similar to the Canadian one (National News, October). I have met two Canadians who love their health system.

I believe this country should have every citizen on the same plan, and I deplore the fact that our legislators don't want it. It's the only way we will get a good plan put in place.

I hope that NEA has looked at the Concord plan put forth by Paul Tsongas and his group to make health care more affordable to working people. It's my hope that NEA will continue to use its influence to promote this important legislation.

I look forward to reading more about this important matter in *NEA Today*.

Helen Daheny
Wells, Maine

Voc Ed Crisis

I am faxing you to call attention to a crisis that gravely affects the future of vocational education in our county and for 80,000 vocational students across the state of Michigan.

In 1972, the Jackson Intermediate School District received county voter approval to assess up to 2.5 charter mills to fund a vo-tech institution (the Jackson Area Career Center). This millage has been—and is today—essential in giving our county's children hands-on technological training.

We provide a full spectrum of educational experiences. Our graduates range from those who will pursue careers in automotive repair to those who attend university to study electrical engineering.

But as I write to you, 75 percent of our revenue from the millage has been "stolen" from our district.

You're probably aware of the bizarre move on the part of the Michigan legislature in eliminating school property taxes last summer (Stateside, October). On October 5, Governor John Engler announced his proposals to "reform education," which include allowing students to receive monies to attend any public school they choose.

But now, many of the sending schools won't provide the necessary bus service to bring students to our building because any student attending JACC now means a revenue loss to the sending district.

For a student to choose the career center may mean up to 80 miles of driving round-trip—and not all students have the freedom to drive.

Add to that the governor's proposed policy of having the money follow the student, plus the elimination of our charter millage, and it means that many of our county students will not gain the technological skills they'll need to be competitive in the year 2000 and beyond.

Kenneth Engel
Jackson, Michigan

A Call to Boycott

I've been a teacher for 22 years and a long-time subscriber to *U.S. News and World Report*. But after getting the October 18, 1993, issue and reading the article, "School Choice, Its Time Has Come," by Michael Barone, I'm refusing to renew my subscription or purchase any issues of that magazine.

The article insults teachers in America who have dedicated their lives to educating kids. Blaming teachers and unions for the ills of our society is irresponsible and encourages teacher bashing, which has become a popular sport.

I suggest that every professional educator in America who subscribes to *U.S. News & World Report* or buys it at the newsstand, contact the editors, and let them know you're boycotting their product for the biased, slanted, one-sided, short-sighted article on schools of choice.

As we know, the real objective, unfortunately, isn't to obtain quality education, but rather to destroy unions, channel public money to parochial schools, cut costs at the expense of public employees, and turn the education profession into a hobby by allowing anyone to teach or open a school.

Jim Squier
Millington, Michigan

Portfolio Experts

I read with great interest the article "When Bad Things Happen to Good Ideas" (Cover story, October).

May I suggest that school districts, administrators, and teachers utilize the portfolio resource persons already at hand within their schools and districts—namely the shop teachers, arts and crafts teachers, home ec teachers, and others like them.

They've been assessing student achievement by means of portfolios for years! Ask them. I'm confident they would be glad to help.

John A. Varmecky
Johnstown, Pennsylvania

Fair Shake?

The "Witness to Violence" article (Student Health, October) was very good. But, as a school psychologist, I must admit to a sinking feeling when I noticed that my very own organization, the NEA, published an article that failed to mention the contributions of school psychologists in this area.

You could have highlighted school psychologists involved in crisis team work. You also could have mentioned school psychologists as a resource in prevention and treatment. The article gives the impression that teachers must look outside of the immediate school community for services. Chances are good that a school psychologist is in your building at least once a week and has the training to do what needs to be done.

I'll bet *NEA Today* wouldn't write an article on credit cards and mention AFT plastic to the exclusion of their own MB\NEA gold Master card. How about a fair shake for school psychologists?

Philip Bowser
Roseburg, Oregon

Talking About Time

Bravo for "It's About Time!" and the idea to split time between teaching and other professional duties (Cover story, September). The article was a good follow-up to last year's headliner "Are you Tired?" Yes, we're exhausted, and, yes, we want more involvement through shared decision making, networking, and creating our own learning environment.

Another answer to making time for participation and renewal is to offer teachers the option of devoting one term or semester to action research, writing training manuals for teachers, developing instructional materials in partnerships, etc. Such realignment of duties and hours will ease burnout and provide structures to facilitate combining classroom practice, staff development, and research findings.

Susan Trimble
Cairo, Georgia

NEA Today invites your comments.

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➤ By NEA Online: Sign on to NEA Online and keyword to *NEA Today*. Details on page 30.

Debate

YES

Should First Graders Learn about Gay Families?

NO

Mel Graham has taught all levels of students, from kindergarten to college. He's currently a kindergarten teacher in Preston County (West Virginia) Schools and a member of the Preston Education Association. Graham is a former local Association president and a WVEA activist.

Judy Park is a second-grade teacher at Bryant Elementary School in Wichita, Kansas. She began teaching in 1978. Park is the secretary of NEA-Wichita, the state contact for the NEA Republican Caucus, and a member of the NEA-Wichita Political Action Committee.

It's as necessary to teach about gay and lesbian families as it is to teach about all family configurations.

Most teachers know that the children in their classrooms come from a wide range of diverse family structures. In many classrooms, the single-parent family predominates. Blended families, with children from two or more previous families now combined into one, are more in evidence than ever before.

We have long considered good teaching to include experiences that make children aware of the different ethnic, cultural, and religious backgrounds of all peoples.

Why, then, should schools continue to teach about only the traditional "Ozzie and Harriet" nuclear family? Why not include various family structures that exist?

Teaching family diversity is important for the healthy self-identity of first-grade children. Picture, puzzles, and children's books should present a broad range of family structures.

Gay and lesbian parent family groups should be mentioned. And they should be presented in a positive light with examples, including families with two mothers and families with two fathers.

What schools teach children has the potential to aid them in development or significantly confuse them. The potential for confusion is the greatest when what's taught doesn't square with what children know to be true.

Gay parenting is a fact of life. Failure to acknowledge this can only breed ignorance and distrust. Acknowledging it may literally save lives.

Why first graders? By my reading of Piaget's developmental stages, the recognition of gay families is developmentally appropriate at that age.

These youngsters are in a transition period as cognitive abilities begin to shift from preparation to concrete operations.

Children begin this transition developmentally unable to assume another person's point of view. With appropriate experiences, this egocentrism disappears.

A child begins to learn about rules—and the first step in this developmental process is to internalize rules that have been enforced by the social structure.

During this internalization of rules, the moral code is highly rigid and conventional, which means that there can be no deviations in the rules and how they've been defined by society. Once the rules have been internalized and cognitively mastered, then a child—with the help of others—can begin to understand and change the nature of rules.

A review of educational and sociological literature indicates that there is no evidence to suggest that development among children of gay men or lesbians is compromised in any respect in relation to offspring of heterosexual parents.

Despite long-standing legal presumptions against gay parents in some states, despite dire predictions about their children based on ill-informed attitudes, and despite a substantial body of research investigating these issues, not a single study has found children of gay men or lesbian parents to be disadvantaged in any significant respect compared with children of heterosexual parents.

Indeed, the evidence to date suggests that home environments provided by gay men and lesbian parents are as likely as those provided by heterosexual parents to support and enable children's growth.

My niece was teased by her first-grade peers who said she didn't have a family because she no longer had a daddy. It took her a long time to realize that she was still a part of a family even though her father had passed away.

If she'd had classroom education about family diversity, she may have been better able to handle the taunts. And today, she'd have more self-respect.

What's more, if we teach about all kinds of families at an early age, we may be able to stem the growing teen suicide rate. One-third of the teenage suicides in this country are gay males and lesbian teenagers.

Addressing this issue is only educationally sound, it's a simple case of justice and equality.

Education professionals encourage children to be kind and tolerant of one another, and a majority of Americans are courteous and accepting toward everyone in their midst.

But the time has come for the public schools to support the majority of Americans who believe there is a difference between right and wrong, "normal" and "abnormal."

Public schools are already on trial. Why sever the decaying tie that binds the majority of parents to the public schools by adding to the first grade (or any grade) a homosexual curriculum that is for most parents and teachers nothing less than repugnant.

Acceptance of all people, tolerance of all religions, and respect for the values of all appears to be the thing to do.

I know that there are those who propose that schools become the new family. One item on their agenda is to force the public schools to teach first-grade children about gay family lifestyles.

I vehemently disagree. First graders don't need another imbroglio in their already bombarded-with-information little minds. These issues wouldn't surface in the classroom at all unless the teacher initiated the conversation.

Most children at this tender age are still innocent of the details about the facts of life. The American Academy of Pediatrics states that children should learn about "normal" sex before they learn about different sexual orientations, and that sex education should be developmentally appropriate.

According to the book *Children of Danger*, until children are able to make decisions for themselves, they believe what adults tell them.

How far will the public schools go to violate the innocence of children?

How can public school employees justify teaching homosexuality as normal behavior to any student at any level? There is no conclusive evidence that homosexual behavior is anything but a choice in lifestyles.

The homosexual movement in America is extremely well organized and obviously effective in its high-pressure and often militant efforts to win on the political scene. Where will the movement stop?

Will a certain segment of homosexuals known as the North American Man/Boy Love Association win in their attempt to do away with the age of consent laws? Their goal is to make homosexual sex between men and young boys legal. The motto of such groups is "sex after eight is too late." Will the pedophile lifestyles—child abuse, by any definition—become legal?

There are many who would argue that people who do not agree with the homosexual agenda need to be better educated. With that in mind, I consulted with and received the well-informed input of physicians, health professionals, community leaders, business persons, and parents in writing this essay.

In my discussions with these people, I heard a consistent refrain: "We will not take any more assaults on our moral beliefs. We will pull our children out of the public schools rather than have our parental rights taken away." Let me state very emphatically, the people I interviewed were not the religious right.

One professional stated, "They (homosexuals) are angry and upset at the heterosexual lifestyle. It's usual for them (homosexuals) to put us on the defensive by calling us bigots."

Will the public schools fall into their trap? Will we teach that both homosexual and heterosexual sex are normal just to avoid being called bigots by the gay community? Should we also make the normal look abnormal and the abnormal look normal?

We have laws against rape and child molestation because people believe those acts are wrong. From all appearances, the homosexual movement is led by those who are pleasure-obsessed and interested only in their own self-gratification.

By accepting this agenda, would we be leading children down the path of total indifference to a world in which nothing is abnormal or wrong?

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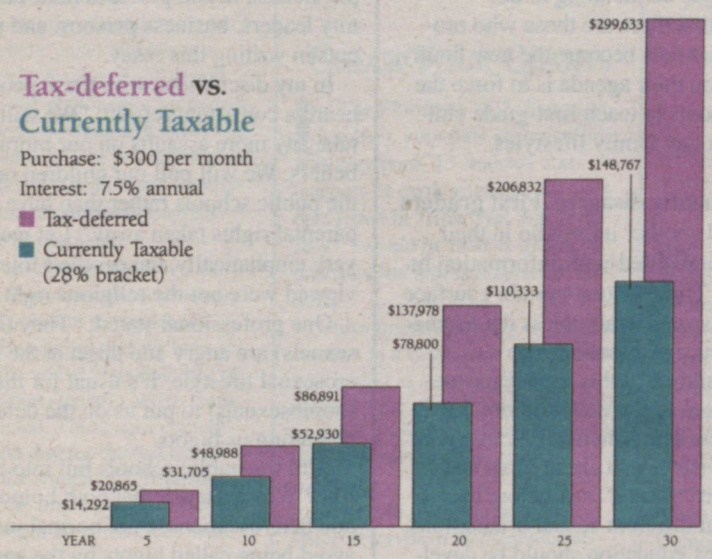

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